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ABSTRACT

Recognizing the need for improved, more flexible, more reality-based training for pupil personnel workers, the Division of Foundations and Human Behavior, Indiana University, in conjunction with the Department of Counseling and Guidance, formed a relationship with the Indianapolis Public Schools in order to seek out methods of improving PPS training. A major goal of this Satellite Project was to bring together university staff, parents, and teachers for the purpose of collaborative planning and programming. The Satellite operations formally extended over three project years. During the first year the goals of the target communities, schools, and university were defined and synthesized. Needs of the schools and communities began to be assessed (and continued to be throughout the project). From the needs assessment came the development of training modules for university students, community persons, and school staff members. These efforts dominated the activities of the second year. In the final project year the training programs continued, but greater emphasis was placed upon institutionalizing desirable changes at school, university, and state educational levels. Dissemination of project findings and evaluations then began. Key features of the Satellite project were; (1) collaboration and planned systems change, (2) learning by doing, (3) competency-based learning, and (4) incorporating an inner-city counseling program with an attending course of study. The program had considerable impact. (Author/NG)

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A Final Program Report from Indiana University–Indianapolis Public Schools Inner City Counselor Training Project 1971-1974

The Midwest Center/Consortium
for Planned Change in Pupil Personnel
Programs for Urban Schools
Indiana University

CG 010 267

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ABSTRACT

IU-IPS Satellite Final Program Report

Recognizing the need for improved, more flexible, more reality-based training for pupil personnel workers, the Division of Foundations and Human Behavior, Indiana University, in conjunction with the Department of Counseling and Guidance, formed a relationship with the Indianapolis Public Schools in order to seek out methods of improving PPS training. The product of this relationship came to be known as the Indiana University-Indianapolis Public Schools (IUIPS) PPS Training Satellite, funded through the EPDA under the auspices of the Midwest Center Consortium.

Customarily, inner-city schools are staffed with individuals untrained in and insensitive to the cultural and social dimensions of the low income, minority group communities they purport to serve. Parents and children of those communities seldom participate in educational policy preparation or program decision-making. Universities that train the educational staffs rarely address consumer population needs once their curricula are developed and implemented. A major goal of this Satellite Project was to bring together university staff, parents, and teachers for the purpose of collaborative planning and programming.

Within the framework of the overriding intentions of the Midwest Center, the IU-IPS Satellite cast the following goals:

1. To create models for the identification, development, implementation, and evaluation of new professional competencies in the area of pupil personnel services
2. To identify professional competencies which are relevant to the reality of Indianapolis Public Schools and its community (specifically target schools and their communities)
3. To construct and test procedures for training these competencies
4. To provide mid-career development training in these competencies to appropriate IPS Pupil Personnel Services Staff
5. To train pre-entry Pupil Personnel Services professionals in these competencies
6. To provide target schools/communities with the services of the new professional
7. To provide input into existing Pupil Personnel Services training programs at Indiana University which will help the trainers in these programs make decisions concerning program directions at the departmental and division level
8. To evaluate the extent to which each of the above objectives is met, and to make appropriate formative evaluations
9. To communicate to other professionals the project findings concerning new ideas, models, and training procedures

The Satellite operations formally extended over three project years. During the first year the goals of the target communities, schools, and university were defined and synthesized. Needs of the schools and communities began to be assessed (and continued to be throughout the project). From the needs assessment came the development of training modules for university students, community persons, and school staff members. These efforts dominated the activities of the second year. In the final project year the training programs continued, but greater emphasis was placed upon institutionalizing desirable changes at school, university, and state educational levels. Dissemination of project findings and evaluations then began.

Key features of the Satellite project were: (1) *collaboration and planned systems change*—the dominant overall theme—involved bringing into a collaborative relationship representatives of the community served by target schools, school staff members, state-level public school personnel, and university faculty to determine mutual goals; assessing needs of the children and parents as recipients of educational processes and of the school personnel who mediate the educational process; and implementing mutually determined training programs. (2) *Learning by doing*—the dominant training theme—was best evidenced in the Mutual Development Labs which were formed around numerous training themes and in which participants practiced skill development, often exchanging roles as trainers and trainees. The MDLs were held at the work sites to enable systematic follow-through of applications and careful evaluation. (3) *Competency-based learning*—the principal educational approach—was installed in the university counselor training program as well as in the in-service training activities for school personnel. Competency-based education not only demanded rigorous attention to skill development (versus credentialing), but facilitated evaluation for project accountability. (4) *Incorporating an inner-city counseling program* with an attending course of study—the dominant institutional goal—was achieved and has been maintained. This feature

of the project is a clear indicator of an ultimate goal of the entire effort: to institutionalize for continuity and perpetuation the array of project intentions and innovations.

The most evident successes of the project were: (1) the identification, assessment, and evaluation of desired competencies in the area of pupil personnel services; (2) the development and implementation of a competency-based counselor training program; (3) the delivery of in-service training programs for school operations; (5) the installation of motivating environments—token economics—in classrooms to promote learning and reduce disciplinary problems; (6) the development and institutionalization of a university program for inner-city counseling and extension of services to minority group students within the university; and (7) the application of a needs-based model of intervention for continuous formative evaluation and project accountability.

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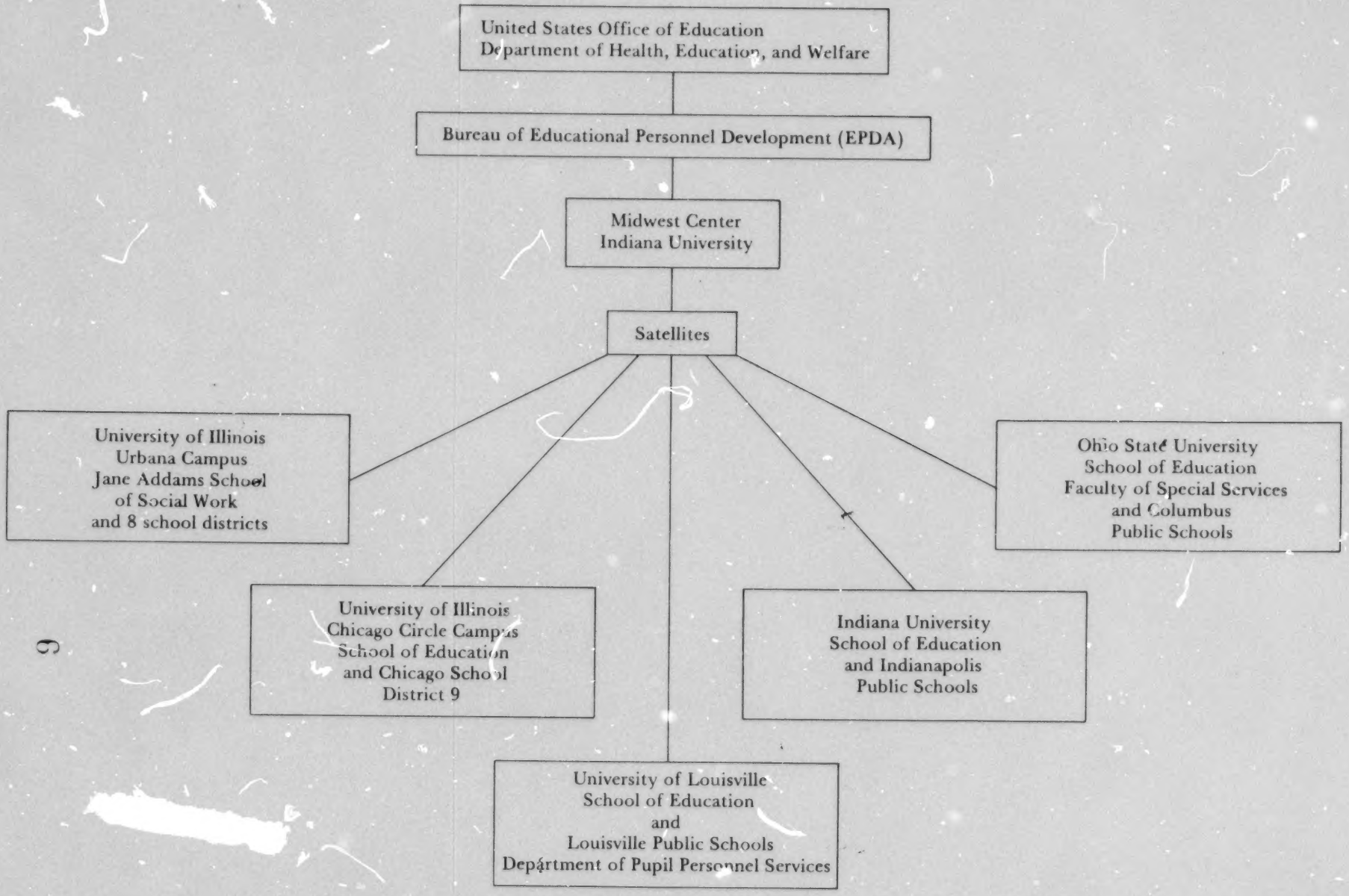
ORGANIZATIONAL STRUCTURE



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CHAPTER I

Introduction to the Project

Indianapolis inner-city schools have been suffering the same agonies experienced by most inner-city schools across the nation. As their student populations grew increasingly mixed—culturally and racially—their staff and faculty became more aware of their inability to adapt themselves to the many different needs of their students. Their training, having been taditionally geared to white middle-class educational assumptions, had not provided them with the skills needed to work effectively in the inner-city setting. Pupil Personnal Services (PPS) staffs were feeling just as inadequate as the teachers were. And, predictably, the reverberations were felt by trainers of PPS workers, no longer so comfortably housed at Indiana University.

Trainers of Pupil Personnel Services professionals have felt for some time the necessity to produce a PPS professional with competencies which existing professionals do not have, or, at least, do not have as a result of their training in counseling and guidance, school psychology, or school social work. Pressure to change training programs in order to teach new competencies has come from critics of contemporary education, educators, local administrators, alumni, students, and local teachers, as well as from the trainers themselves.

Although the need for new competencies for PPS professionals is clearly recognized, there is little agreement as to what specific competencies a new professional should have. What is needed, then, is an approach to training which first seeks out and identifies relevant competencies (including competencies which in the past may not have been considered or stressed by trainers or professional organizations) and then implements procedures designed to promote them.

There are a number of reasons why, with a few notable exceptions, programs introducing new and relevant competencies have not met with better success. First, universities traditionally have not been responsive to the needs of local teachers, administrators, and communities. Thus, the programs which have been developed have often been unrealistic. Even when programs have been realistic, local personnel have felt that such programs were created by people who knew nothing about the local situation. Universities have a great deal to learn about how to study and be responsive to the greater community they serve.

Secondly, the structure of the traditional university does not lend itself to a competency-based program. Too frequently competencies are obtained only by involvement in an internship rather than as a planned outcome of experiences designed to integrate theory and practice. The course structure of the university makes it difficult to teach competencies as the individual student needs and becomes ready for them; so, too, does it prevent focus upon a particular competency for a brief, but intensive, period of time. For example, the best way to teach observation skills might be to give the student intensive training and experience in these skills for a three-week period, but this is difficult to fit into the regular curricular structure and staffing patterns of the university. Field experiences are probably necessary throughout the trainee's period of training so that maximum integration of experience and training may occur; however, freeing a student for such activities has been a problem in the university.

Thirdly, professional jealousy and competition may hinder training in new competencies. A professional organization continually strives to clarify for its members a professional role with a primary goal of protecting the employment of the members of the profession. While this is a natural professional activity, often necessary for the protection of the public, it clouds the real issue, which is: What can the individual professional *do*? That is, what are his competencies? Groups which try to bridge the professions have a second problem of not stepping on the toes of the membership of either profession. Even within one's own profession, there are those who are threatened by new professionals having new competencies which differentiate them from more established professionals.

The professional role expectations held by the State Department of Education and local administrators, teachers, and parents add to the difficulty attached to training professions in different competency areas. Local staff members often ask PPS to provide new competencies, but continue to expect the same old competencies (for example, testing or scheduling) which they have always exhibited.

It follows that the new professional typically has not acquired the self-concept and skills which will allow him to know his own competencies and limitations. Nor has he yet learned how to educate other staff members in the ways to best use his services. Trainers must become aware of these weaknesses in the training program and then move to correct them.

Recognizing the need for improved, more flexible, more reality-based training for PPS workers, the Division of Foundations and Human Behavior in conjunction with the Department of Counseling and Guidance, Indiana University, Bloomington campus, formed a relationship with the Indianapolis Public Schools to seek out methods for improving the training of PPS professionals. The product of this relationship has come to be known as the Indiana University-Indianapolis Public Schools (IU-IPS) Pupil Personnel Services Training Satellite, funded under the Educational Professions Development Act.

EPDA RATIONALE

The following statement of goals has been taken from the program guidelines provided by the United States Office of Education, Educational Professions Development Act, Pupil Personnel Services branch for '71-'72 and '72-'73. Thus these objectives are adapted for the Center/Satellite programs.

A. The undergirding objective of the Educational Professions Development Act-Pupil Personnel Services Program—as with all programs in the Bureau of Educational Personnel Development—is to help improve the quality of education of low-income, low-achieving students and contribute to informing institutions at all levels of the needs of these people. The preparation and training of new professionals who in turn teach others in the new interprofessional model is the major means by which this will be accomplished. The more specific goals, therefore, are:

1. To improve the qualifications of the trainers and supervisors who are committed to the preparation of the new professionals.
2. To train new professionals to develop programs which:
   a. Contain collaborative planning and evaluative arrangements among the university, school, State Department of Public Instruction, and related communities and community agencies;
   b. Train the new professionals to train other members of the educational community to function together as a team;
   c. Design, implement, and evaluate new professionals' training programs which are appropriate for low-income area schools.
3. To recruit and train minority group persons as trainers who will prepare the new professional.
4. To bring about, both in the institution which prepares new professionals and in the systems where they function, organizational change which will facilitate achieving the concept of a collaborative educational community for meeting the goals stated above.

The above-stated goals are further reinforced by statements from the Educational Professions Development Act-Pupil Personnel Services programs:

5. Pupil Personnel Service workers should not continue to work only in their traditional specialist areas, such as assigning assessment to school psychologists, vocational guidance to counselors, health service to nurses, and community services to social workers.
6. The new professional specialist ought to be concerned with and competent to deal with a variety of needs felt by the teachers, students, community, and system while working with other specialists.

B. The new professional should use a developmental and preventive model for human growth and development.

C. Role changes of Pupil Personnel workers should be reconstructed by focusing on the actual behavior of the Pupil Personnel worker rather than his professional title, affiliation, or position.

D. The cultural gap must be bridged between students, professionals, and/or para-professionals who are educationally or culturally different.

After a critical review and analysis of the EPDA Rationale in conjunction with the broadly defined needs of each Satellite, the Midwest Center developed the following objectives which were approved in their present form by each Satellite. The agreed-upon terminal objectives were:

MIDWEST CENTER TERMINAL OBJECTIVES

1. Alteration of the training programs in universities which prepare pupil personnel workers in order to influence the changing of pupil personnel services offered at the school level.
   a. To have each Satellite prepare a prospective new degree program or specialization which could be adopted in its university, which would qualify as a training program for the "new professional" as defined in the EPDA rationale
   b. To have experimental or pilot courses developed by the Satellite staff which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts and attitudes the courses seek to provide.
   c. To have each Satellite develop pilot courses of instruction which are closely related to the practical problems that face inner-city schools
   d. To have the university component of each Satellite incorporate into its present degree program a course that deals with cultural awareness, decision making and planned system change
   e. To have the State Department of Public Instruction (SEA) adopt the requirement that a course that deals with cultural awareness, planned system change and data-based decision making be required for certification in PPS and school Social Work for inner-city work
   f. To have each Satellite be able to support the decisions it has made with valid data; to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies.
2. The new professional (entry and renewal) will perform services as trainers, developers, and consultants, as well as provide direct services to consumers in schools, by
   a. Utilizing organizational development and organizational behavior
   b. Providing consultation theory and practice
   c. Urging community development
   d. Diagnosing learning difficulties and their causes
   e. Aiding definition and remediation of communication difficulties
   f. Applying of accountability and evaluation procedures
   g. Demonstrating acceptance and operationalization of the educational community concept (school-community-university-state department)
   h. Continuing needs assessment for adapting both training and services
   i. Learning about and implementing programs to focus on cultural and developmental differences
   j. Initiating multi-level and multi-discipline training concepts.

The constituents originally served by the IU-IPS Satellite were the children, parents, and community served by School 63, Indianapolis; the teaching, administrative, and support service staffs of that school; and Pupil Personnel Services students (i.e., trainees) and faculty at Indiana University. School 101 and Arsenal Technical High School were later included in the project.

IU-IPS Satellite Goals

The general goals and objectives of the IU-IPS Satellite were derived from those of the Midwest Center with some modifications for this specific satellite's needs:

1. To create models for the identification, development, implementation, and evaluation of new professional competencies in the area of pupil personnel services
2. To identify professional competencies which are relevant to the reality of Indianapolis Public Schools and its community (specifically target schools and their communities)
3. To construct and test procedures for training these competencies
4. To provide mid-career development training in these competencies to appropriate IPS Pupil Personnel Services staff
5. To train pre-entry Pupil Personnel Services professionals in these competencies
6. To provide target schools/communities with the services of the new professional
7. To provide input into existing Pupil Personnel Services training programs at Indiana University which will help the trainers in these programs make decisions concerning program directions at the departmental and division level
8. To evaluate the extent to which each of the above objectives is met, and to make appropriate formative evaluations
9. To communicate to other professionals the project findings concerning new ideas, models, and training procedures

IU-IPS Satellite Organization

In order to develop a program to achieve the training and the resulting service missions, the IU-IPS Satellite attempted to include and coordinate the three agencies which have important input into, and effect upon, the development of Pupil Personnel Services. Traditionally these include *the university in its training function, the school and its community as the consumer of PPS services,* and *the Indiana Office of Superintendent of Public Instruction (OSPI) as the sanctioning and certifying agency.*

Each of these three agencies were represented on the *Satellite Task Force,* which guided the interrelated processes of mutual training, service, and agency change. The composition of the Task Force included: A Center Community Council representative and three community persons; the director of PPS-IPS, a counselor, school psychologist, a school social worker; the principal and two teachers of School Number 63; three PPS trainers; and a representative of the State Department of Education. The Task Force made decisions concerning the needs and priorities of the local school and community, advised the Satellite staff concerning competencies and trainee placements, and provided input into the training program.

Phases of Satellite Operation

The development of the Satellite included several phases over a three-year period of the Center Satellite Project. Here is a bird's-eye view of the sequence of phases, followed by a more detailed chronological account:

First Year: The tasks of the first year included analysis of existing situations (needs assessment) and synthesis of the various agencies' goals and objectives. Plans were made for entry of trainees and staff into School 63 in the fall; the process of context evaluation or needs assessment in School 63 were planned; trainees were selected and a fall training program for trainees developed.

During the fall semester a needs assessment of the different segments of School 63 proceeded. An important and innovative aspect of the needs assessment was the abstracting of needs from the service given by the staff and trainees during the fall semester. That is, staff and trainees served as counselors and psychologists (and their trainees) in School 63, thereby building up a catalog of the needs of the school and community and a compendium of competencies for meeting those needs.

Second Year: The second year included utilizing, evaluating, and redesigning the training models developed to that point, with the focus upon the evaluation and implementation of new competency-training programs. That implementation necessitated efforts to change the training procedures at the university, the certification procedures of the state, and the educational procedures of the school and community.

Third Year: The development of competency-training models and the evaluation process were continued during the third year. The principal attempt was to put into practice the training and the service-delivery procedures and to institutionalize changes at university, local school, and state levels—changes which would maintain the competency approach. Total evaluation of the project occurred at this phase. Particular priority was also given to the dissemination of project details, innovations, and evaluative findings.

Chronology of Project Events

1971-1972

During its first year of operation, the Satellite's primary mission was to complete a context evaluation of its constituents, that is, an assessment of (1) the needs of the student consumers, (2) the available PPS

resources and practices, and (3) the needs of the PPS trainees for PPS competencies and realistic training procedures.

Such a thrust during the first year of operation permitted the generation and implementation of an experimental training program having high probability of producing the attitudes, values, skills, and competencies necessary to meet the educational needs of poor minority children.

During the fall semester, 15 pre-entry trainees (nine from counseling and guidance and six from school psychology) were assigned to School 63 as counselors to children and/or consultants to teachers. Each student spent one day per week in the school-community under supervision of a faculty member who was to supervise and coordinate the field-based training experiences of his practicum trainees.

All the regular program trainees who worked in the school on a given day, regardless of level of training, were assigned to a resource team consisting of a PPS professional from School 63, teachers, parents, or community persons, a university supervisor, and a Satellite staff member. Although the exact mode of operation was worked out by each of the five teams, the "resource teams" were designed to provide planning, implementation, and evaluation resources to individual members of a team. The interdisciplinary resource teams also served as a source of mutual support of ideas and as a vehicle for the exchange of ideas for feedback and supervision.

The principle activities of first semester trainees were:

1. Orientation to school and community
2. Consultation with individual teachers regarding problems of learning and adjustment
3. Counseling with individual students with learning or adjustment problems
4. Practice in testing and evaluating individual students with learning or adjustment problems
5. Organizing and consulting with groups to increase parental involvement in School 63

The second semester training scheme was reorganized on the basis of needs assessment and experiences of the first semester. Rather than being personnel oriented, second semester training teams were functionally organized. The Satellite contracted with three types of trainees: regular program trainees from the departments of Counseling and Guidance, and School Psychology; 16 teachers and 7 community members engaged in renewal activities through several Satellite-sponsored activities; and stipended trainees.

As part of their training, stipended trainees were required to participate in at least three project activities in School 63 and the surrounding community, to attend weekly meetings of the Satellite staff, and to participate in specific training modules. Some of these modules were conducted on campus, others in the field. Through this experience with prototype training modules, the stipended trainee actually became a consultant to program development in the area of PPS training.

The major goals of the Satellite Project, it should be recalled, were to identify new competencies for PPS professionals and to develop and test procedures for training these competencies. The needs assessment conducted during the first semester served as a base for designing programs and activities to promote the latter goal during the second semester. A more complete discussion of these activities will be found in Chapter II.

The IU-IPS Satellite met its assessment, planning, and development needs by bringing together, during the 1972 summer session, the Community-School-State Department-University team (CSSU) which was responsible for program implementation and evaluation during the following academic year and summer session.

The summer plan of operation was built around the specific interests and competencies of the individual persons making up the Satellite Planning and Program Development Team. Seven program areas were identified for summer projects. They were:

- Community-School Relations
- Cultural Awareness
- Needs Assessment
- Program Revision of 1971-1972 Procedures and Materials
- Renewal Training for Counselors
- Renewal Training for Teachers
- Simulation and Protocol Materials

1972-73

During the second project year, new competency training programs were implemented and evaluated in the context of service programs both at School 63 and within the greater School 63 community. This field-based training and evaluation model resembled the spring semester, 1972, training format in which a range of pilot programs and/or activities were proposed to promote the competency training mission of the Satellite. Several of these pilot programs were continued: counseling/guidance service; mutual development labs; community/school relations committee; and group meetings of teachers.

The counseling/consulting service offered by practicum students under faculty supervision now supplemented the individual and group counseling regularly provided by School 63 PPS program.

The Mutual Development Lab (MDL) program was continued to provide participants with opportunities to engage in mutual professional development. Once again, a "doing" or "trying-out" format and the "design-implement-evaluate" cycle replaced the more traditional "talking about" format. This lab helped to fill the need for "systematic follow-through activities" within the everyday working environment of each participant and for more systematic and more rigorous evaluation, both formative and summative.

As was hoped, some of the components developed in the first-year program underwent modification to the point that they acquired specific content and program development strategy. Those components which were identified by the summer planning teams as deserving increased support and emphasis were: cultural awareness, community relations, simulation, and protocol.

1. Cultural Awareness

The Problem: American education has traditionally shown little in the way of a curriculum to suggest that people of color have contributed significantly to the society. If a people are to accept and participate in the social arrangements of a system, they must feel that they can make a worthwhile contribution to that system. This feeling of sufficiency is based on assessment of one's own unique abilities as well as identification with individuals like oneself who have and are making a go of the system. The systematic exclusion of the works of a people makes the identification process difficult at best.

Solution: The Cultural Awareness Model aims to help trainees (community people, IU faculty, IPS Pupil Personnel workers) develop skills in planning and implementing programs for cultural awareness. This training implies experiencing and examining a different culture in order to acquire cultural sensitivity. A number of competencies related to cultural awareness were stipulated and implemented through intercultural exchanges.

2. Community Relations

The Problem: Federal programs with community components have traditionally operated from the perspective of asking communities to describe their needs and then proceeding to develop programs around these need areas.

As a consequence, we have a community that can articulate its needs, but lacks skill in program development and implementation techniques. The Community Relations component of the Satellite program aims to produce a community that can describe its educational priorities, as well as develop and implement plans of operation for reaching specific goals.

Solution: A community involved in planned change needs a Pupil Personnel specialist who is attuned to the community's new role. Involvement in this area implies training in estimating outcomes, developing program evaluation models, etc. The emphasis on program development is not intended to take away from the content areas under study in the Community Relations program. Rather, our intent is that relief will be provided in specific content areas, while at the same time the community will take credit for and benefit from developing the relief mechanism. The Community Relations component provides for the development of new Pupil Personnel competencies which reflect skill as a consultant to a community which develops programs for change, rather than a consultant who develops programs for communities that want change.

3. Simulation and Protocol

The Problem: A community that is newly operating in the area of program development signals a need for technicians who can facilitate this process, i.e., specialists who can help the community operationalize its programs. As the community has need of the program development specialist, there is a similar need among teachers, administrators, and other educators. The national focus on educational accountability and management by objectives makes it clear that future educational expenditures will only be attached to programs that are clearly spelled out.

Solution: The Simulation and Protocol component (referred to as S & P) was developed to provide technical assistance (in the form of information, advice, and demonstration) for educators (community included) who have goals and programs in mind and need help with the operationalizing process.

Activities for the summer of 1973 reflected a continuation of program objectives for the 1972-1973 year and were seen as necessary if the IU-IPS Satellite program was to discharge its legitimate responsibility and potential in the 1973-1974 program year. The activities fell into four main categories: institutionalization, materials development, dissemination, and trainee recruitment; and included workshops and collaborative meetings.

One of the results of these efforts was a large-scale recruitment program seeking out minority students. The Satellite and the C & G department gave assurance that interested parties would be interviewed and given a chance to view the essence of the program goals. Orientation sessions were given to attempt to forge last year's activities into projected activities for 1973-1974. Provisions were made for the trainees who were graduating to help orient the new trainees entering the program.

1973-1974

In the third and final year of the IU-IPS Satellite, the major program objective was institutionalization of the program's inner-city thrust. Prior to concern with the specifics of the program suggested for institutionalization, however, there were several important philoosophical issues to be resolved.

One of these issues concerned the implication drawn from the fact that this program operated for two years in a Black school in the inner city. The Satellite acquired the reputation for developing competencies that were directed toward meeting the counseling needs of Black clients in the inner city. However, the Satellite was a program directed toward meeting the counseling needs of *multicultural* inner-city clients, Black clients representing only one group within the inner city. One possible source of confusion in interpreting the scope and direction of the Satellite program was the fact that the program's name (IU-IPS Satellite) was not specifically related to the nature of its function. Consequently, it was decided that what had been called the IU-IPS Satellite would now be appropriately referred to as the inner-city counselor preparation program or "Inner City Program."

Acceptance of the goals of the third-year program required a commitment to fulfill a variety of needs to enable accomplishment of those goals. Institutionalization hinged upon continuity from the three program years into the future. In order to assure continuity, certain conditions had to be generated. The most critical, and the most elusive condition was the commitment of all participants in the project to the program goals. This required the belief that the goals were just and necessary for the future of the university, the public school system, and the community.

More tangible conditions necessary for goal achievement involved coordination of activities for maintaining an inner-city thrust or emphasis; acquisition of faculty with expertise in program content areas; identification, and, when necessary, expansion of courses in the university to provide experiences for the program thrust; acquisition of interested students and cooperation among university, school, and community components.

Certain elements of all of these conditions were addressed, if not by action, by definition and discussion. Certain needs were imperative, one of which was maintaining the quality of the instructional program which grew out of the project.

The Inner City Counseling Program utilized existing course structures and faculty to provide a complete program for students. Required courses for the various degree programs with inner-city specialization are represented in Appendix A. Cursory inspection of the course syllabi reveals that inner-city specialization is promoted primarily through the field-based counseling courses (i.e., G537 Counseling Lab, G547 Practica, G647 and G747 Internships), through the G785 Integrative Seminar and through support courses offered through other departments both within and outside the School of Education. It is in the field-based courses where the Satellite program made its greatest gains in the direction of competency-based counselor education. A major thurst during this third year was to define further this development and to extend its influence through modular input in other counseling and guidance courses.

To conclude this chronological review of the project, we list again the nine goals which have governed its operation. Where applicable, we identify the activities which address a particular goal.

Goals	Activities
1. To create models for the identification, development, implementation, and evaluation of new professional competencies in the area of Pupil Personnel Services	• Needs Assessment
2. To identify professional competencies which are relevant to the reality of Indianapolis Public Schools and its community (specifically School 63 and its community).	• Needs Assessment • School-Community Concept Development Training Program
3. To construct and test procedures for training identified competencies.	• Report of Competency-based Counselor Education Task Force
4. To provide mid-career development training in identified competencies to appropriate IPS Pupil Personnel Services staff.	• M.D.L. • Renewal Training
5. To train pre-entry Pupil Personnel Services professionals in identified competencies.	• Inner City Program • Student Survey

Goals	Activities
6. To provide School 63 and its community with the services of the new professional.	• School-Community Relations Commission • Parental Surveys • Consultancy Service • Teacher group Meetings • Tutorial Program
7. To provide input into existing Pupil Personnel Services training programs at Indiana University which will help the trainers in these programs make decisions concerning program directions at the departmental and division levels	• Cultural Awareness Component • Resource Center • Department Degree Program • Black Culture Center • Career Development Workshop
8. To evaluate the extent to which each of the above objectives is met as well as making appropriate formative evaluations.	Evaluation Component
9. To communicate to other professionals the project's findings concerning new ideas, models, and training procedures.	Dissemination Component Monograph Series

The next three chapters represent the major efforts of this three-year program—*competency-based training, special programs,* and *program evaluation.* Concentrating on these three efforts should bring some of the above goals and their resulting activities into clearer focus.

CHAPTER II

Competency-Based Counselor Education

No single impetus explains the conceptualization and specific design for the competency-based model chosen for this project. However, quite significant among the sources of influence was the realization that the Department of Counseling and Guidance had for some time recognized the need for systematic planning and implementation of procedures whereby program support areas within that department might better meet the needs of inner-city counselor trainees. Of particular concern were the areas of individual appraisal, group counseling, and career development. Staff involved with the Inner City Program, as well as students within that program, were no less concerned about this need. Despite this common recognition of a programmatic problem, little progress had been made toward bringing inner-city relevance and accountability to these support areas. In retrospect, it appears that there existed among faculty the mistaken assumption that relevance and accountability in these support areas would come about as one of many byproducts of good intentions. If relevance and accountability were to be a reality, then there would have to be systematic planning and programming.

In order to clarify the philosophy and goals underlying the growth of our competency-based approach, we include here some excerpts from a position paper on this topic. The author is Professor Thomas C. Froehle, an Indiana University faculty member who served as director of the competency-based portion of the Inner City Program.

"FEATURES OF COMPETENCY-BASED COUNSELOR EDUCATION"

This definition represents an attempt to describe the distinguishing characteristics of competency-based learning (CBL). We hope that serious consideration of CBL features will suggest warrant for our belief that this model holds great promise and is a notion which deserves systematic trial and evaluation in counselor education.

"Competency-based learning" is an educational approach which focuses upon the competencies required for successful performance rather than upon the procedures employed to develop those competencies.

Simply stated, a competency-based counselor education program is one in which the competencies to be acquired by a prospective counselor and the criteria to be applied in assessing these competencies are made explicit, and the prospective counselor (trainee) is held accountable for meeting these criteria (Arends, Masla and Weber). The competencies specified are delineated into specific objectives which identify what a prospective counselor will be like, what he/she will be able to do, and how the prospective counselor should be able to function in the real world of counseling.

It is not being suggested that a competency-based counselor education program is the panecea which will cure all of the ills of society or even those of counselor education. It does not guarantee that one hundred percent of the graduates of such a program will be successful counselors. It does offer a promise that a much higher percentage of the graduates will be equipped with the knowledge, attitudes, and behavioral skills to perform successfully in the field.

Identifying Counselor Competencies: Approaches

It is generally recognized that the formation of competency objectives is properly the first and most fundamental task of competency-based learning. At least six approaches to the identification and explication of counselor competencies may be found in the literature (Houston *et al*, 1971). Close inspection reveals, however, that the approaches are not discrete, nor are they categorized in any systematic fashion. In practice, elements of each approach creep into any sustained effort to identify and explicate competency statements.

1. Program Transformation Approach
   With this approach one simply reformulates current courses. This generally involves rewriting learning objectives and modifying time parameters, modes of instruction, evaluation practices, etc.
2. Competency Cluster Approach
   Under this approach several curriculum areas are identified which serve as the building blocks for counselor training. Competency clusters are then broken down into competencies, and then into competency components, and then into behavioral objectives.
3. Theoretical Approach
   Under this approach a theoretical position is assumed and through a deductive approach competencies for the "effective counselor" are generated (e.g., Carkhuff and the "core dimensions").
4. Task Analysis Approach
   Under this method competent counselors in various work settings are observed in the act of counseling. Counselors may be asked to maintain a daily log or running diary, then to reconstruct their daily

activities in order to identify major competencies which they feel are necessary and/or have contributed to their performance of these activities.

5. System Needs Assessment Approach
   Here the needs of society (especially techno-future needs) or the needs of a particular school, community, or population subculture are assessed. Based on these data, training objectives are derived deductively.
6. Client Needs Assessment Approach
   With this approach prospective clients are observed to determine their goals, their resources, their problems, etc. This approach seeks a direct relationship between client outcome (welfare), counselor performance, and training requirements.

As with most everything else, each approach has its advantages and disadvantages. Expediency is the principal advantage of the *program transformation approach.* The task is most easily accomplished using this approach. However, this approach precludes total program reconstitution. (See Figure 1.)

The major advantage of the *competency cluster approach* is the fact that it eliminates the mind-boggling problem of always dealing with the total process; on the other hand, it is not as limiting as the program transformation approach. The major disadvantages of this approach center around two problematic assumptions.

The individual client needs-assessment approach is potentially the most responsive to the needs of prospective clients; this is its greatest advantage and explains why the Inner City Counselor Training Program relied most heavily on this approach. The principal disadvantage of this approach is that assessment of individual client needs may dictate training in non-counseling kinds of performance. This may create problems for the "profession" of counseling. Second, there still is no guarantee that the training will be relevant, due to the considerable time lag between assessment and completion of training.

Classification of Objectives

Regardless of the approach taken to identify and formulate competency statements, the competency-based learning model demands that the end product include precise statements of measurable objectives. The objectives which are generated through these procedures may be categorized as either *outcome objectives* (i.e., criteria-referenced objectives which require that a specific predetermined outcome be demonstrated), or as *process objectives* (i.e., activity-referenced objectives which call for a prospective counselor to experience a specific event without specifying the outcome).

Outcome or criteria-referenced objectives may be further classified according to the type of criteria that are applied in determining whether the objective has been achieved. Four types of outcome objectives receive variable emphasis in competency-based counselor education:

Cognitive-based objectives specify the knowledge, intellectual abilities, and information or data which the counselor is expected to demonstrate or somehow show evidence of having acquired. Cognitive-based objectives focus on what the counselor knows about counseling, not how well he can perform the acts that go into that counseling, nor how successful he is in effecting desired client change through the use of these counseling procedures.

Affective-based objectives focus on how the counselor trainee feels about something. Of importance here is the "probability that the counselor trainee will perform in a particular way." Or, in other words, it's what the counselor would like to do that counts.

Performance-based objectives focus on the counselor's ability to draw upon information, data, knowledge, and understanding in order to demonstrate or use a wide variety of prescribed counselor behaviors under specified conditions, either real or simulated conditions (e.g., "to use open-end leads in a ten-minute micro-counseling situation;" "to interpret accurately to a parent in a parent conference a student's score profile on an academic achievement test;" "to reward clients according to pre-specified contingencies"). In all three situations, it's the "live performance" that we're interested in. The actual question is: "Did the counselor, in fact, use open-end leads to the satisfaction of some pre-specified criteria?" "Was the verbal interpretation of the test score profile an accurate one?" "Did the person administer and withhold rewards according to some pre-specified contingency (e.g., ten minutes of Monday night football on TV for every ten minutes of practice on the saxophone)?" In none of the above examples are we questioning the effect of the counselor's performance upon someone else. This is not the focus for performance-based objectives. Rather, performance-based objectives require assessment on the basis of the live performance of the counselor independent of any consideration of the effect of that performance upon someone (e.g., a client, a student).

Consequence-based objectives focus on the ability of a counselor to bring about change in others. Assessment, therefore, focuses not upon what the counselor knows or can do, but upon the results of his knowing and doing, results which are demonstrated through change in someone else. Said another way, consequence-based objectives require assessment on the basis of consumer welfare or consumer performance. In assessment of consequence-based objectives, it's what the *client* knows, does, or can do that counts. While it may be

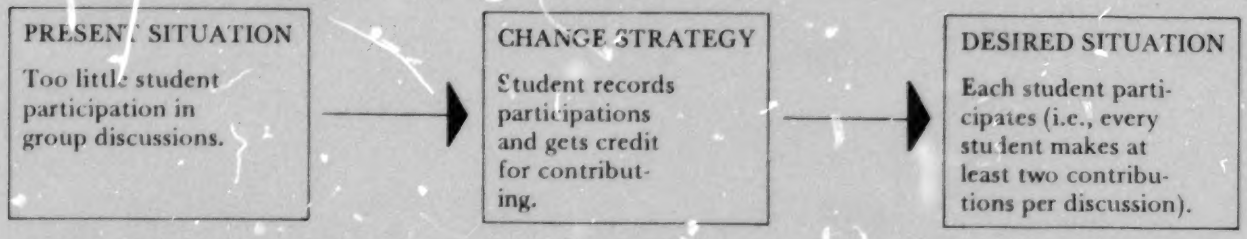
APPROACH	ADVANTAGES	DISADVANTAGES
PROGRAM TRANSFORMATION APPROACH	Expediency Ease of accomplishment Doesn't take as much time Not as threatening to counselor educators	Precludes total program reconstitution
COMPETENCY CLUSTER APPROACH	Not as mind-boggling as dealing with the total process - "counseling;" yet not as limiting as the *Program Transformation Approach*	Two problematic assumptions: 1. the assumption that the clusters selected are in fact adequate building blocks for an entire curriculum, and 2. the assumption that the deductively derived behavioral objectives are equally important for the prospective counselor Precludes somewhat total program reconstitution
THEORETICAL APPROACH	Ensures continuity over time in a training program. Permits accurate definition	Training procedures governed not by client outcome but by beliefs associated with a process
TASK ANALYSIS APPROACH	Permits precise description of professional performance and precise statements of training objectives	Excessive reliance upon current practice as the guide for training in the midst of uncertainty about the appropriateness of current practices
SYSTEM NEEDS ASSESSMENT	Likely to win support of the system since it tends to perpetuate the status quo	High risk of oppressing individuals in the interest of system welfare
INDIVIDUAL NEEDS ASSESSMENT APPROACH	Potentially the most responsive to the needs of prospective clients	High risk that assessment data may dictate training in non-counseling kinds of performance and may create problems for counseling as a "profession"

Figure 1. Advantages and Disadvantages of the Six Approaches

necessary for the counselor to know certain things and to be able to do certain things, "knowing," "being able to do," or "performing" do not guarantee results or consequences. The counselor may, in fact, know everything there is to know about a particular counselor act, be able to perform that act to perfection, and still may not be able to promote client welfare or to bring about the desired client change.

By now, what is to be concluded from this discussion should be quite obvious. *Namely, that consequence-based objectives are the key to competency-based counselor education.* If consequence-based objectives are not stated for prospective counselors and if prospective counselors are not held accountable for their achievement, the core of competency-based learning is lost.

Lest this point get lost in this discussion, a brief digression is in order. We've got to remember, it seems to us, that professional counselors, if they are to be accountable, must demonstrate competence in promoting client welfare. For our purposes here, we would like to define client welfare as the amount of consequence between "what is" and "what ought to be" for the client. By the same token, the discrepancy between the two situations determines the degree of the client's problem or the strength of the goal. What is missing in the middle is some change strategy for problem solving. An example follows:


PRESENT SITUATION
Too little student participation in group discussions.
CHANGE STRATEGY
Student records participations and gets credit for contributing.
DESIRED SITUATION
Each student participates (i.e., every student makes at least two contributions per discussion).

We do not know that a problem has been solved or a goal achieved unless the solution or "change strategy" actually produces the desired situation. That is to say, we judge the effect of the change strategy by measuring the difference between the post-treatment condition ("the way it ought to be") and the pre-treatment condition ("the way it is").

Operating under the competency-based learning model, competent counselors are defined as persons capable of reducing the difference between "what is" and "what ought to be." They have the ability to devise and to implement change strategies leading to the solution of problems and realization of goals. A person is competent in a particular area to the extent that he/she is able to effect efficient solutions to problems in that particular area.

Developing Procedures For Assessing Individual and Awarding Credentials for Mastery of These Competencies

No less crucial than the identification of counselor competencies is the construction and use of appropriate assessment procedures to identify whether or not a prospective counselor can perform counselor functions with competence. In traditional counselor education programs, students are graduated and/or certified after completing a certain set of experiences or courses. In most such situations grades are then used to denote the degree of successful achievement in units, courses, or semesters--normative referenced assessment.

There are several objections to the use of normative-referenced assessment in competency-based counselor education programs. One difficulty is that competency-based programs interpret student performance relative to predetermined criteria or performance standards. This procedure is called criterion-referenced assessment. Under criterion-referencing, one person's performance is not compared with other persons. Consequently, no person is ever at the bottom or at the top of a distribution, because performance is not distributed over a range. The range is restricted to a "yes" or "no" kind of thing. Thus, in competency-based programs, it is useless to talk about a student being in the upper 10 percent of all counselors-in-training. Either the student reached the pre-determined criterion level, or he did not.

Criterion-referenced tests are correctly used when the purpose is to "provide information as to the degree of competence obtained by a particular student which is independent of reference to the performance of others." (Glaser, 1965.) Criterion referencing permits the individual learner to determine where he is in relation to his goals without reference to where he stands in relation to other members of the group within which he is categorized. Under criterion testing, the resultant distribution is skewed positively, i.e., most of the test scores will cluster in the upper regions.

Criterion referencing and normative referencing are different on at least four other counts. The differences relate principally to (1) assumptions about the entry behavior of individual learners; (2) processes employed to promote learning and competency attainment; (3) time allotted and scheduled for the learning process; and

(4) assessment of the product. Under normative referencing, learners are assumed to be quite similar in need, past history, achievement, etc.

In criterion referencing, the individual input, learning processes, time of entry, and time of completion vary across the individual situations. The only constant is the product, meaning that successful completion is indicative of a comparable minimum standard of performance for each learner whose accomplishment has been certified.

Designing and Developing Educational Experiences Directly Related to the Attainment of these Competencies

The third development phase of a competency-based counselor education program is most properly governed by the criteria of potential effectiveness and efficiency. Unlike the traditional activity-based programs in which most of us received our training, competency-based programs seek to maximize the effectiveness and the efficiency with which all students achieve specified objectives.

Several significant procedural changes are demanded from our allegiance to these two criteria. Of particular significance is the emphasis which competency-based learning places upon intended outcomes as opposed to the typical emphasis upon procedures employed to promote those outcomes. All too often graduate education has focused upon what the instructor will do to students and the means he/she will use to do whatever is to be done to students. Competency-based learning takes the position that there is a place for every method and that the range of individual differences among learners determines how many different methods should be available to a group of learners. However, the question of method can legitimately be raised only after terminal objectives (i.e., outcomes), have been specified and learner characteristics (i.e., entry behavior) have been assessed.

Although emphasis in the competency-based learning model is upon intended consequences, it does recognize the need for learner access to the resources needed to effect the desired consequences -in this case, to achieve mastery of the prescribed competencies. Under ideal conditions, students have access to the following kinds of resources (i.e., instructional alternatives): auto-instructional materials, other directed readings, videotape lectures, live demonstrations, formative feedback through conferences with their instructors, problem-solving seminars, etc.

Under the competency-based learning model, the instructor assumes the role of a resource manager. His charge is to direct individual students into effective and efficient learning alternatives. To do so requires that a minimum of instructional alternatives exist, that the instructor be aware of those alternatives, and that individual students have access to those alternatives provided they meet the necessary prerequisites.

One of the major differences between competency-based learning and other instructional models is the temporal organization of instruction and the progress of students. Competency-based learning and evaluation requires a "flexible" or "open time" organization. Students must be allowed to move on to subsequent competency areas at any time during the semester, with the option of continuing beyond the scheduled final class meeting of the semester.

Our plan permits the individual student to receive credit for specific competencies he has already achieved. Following such assessment, individual learning programs are developed to assist the student in the mastery of the remaining required core competencies and the specialization competencies contracted by the individual student. It follows that completion time will vary among trainees. Theoretically, any student should be able to receive credit for all required competencies following pre-assessment. Others should be able to demonstrate their desired mastery level within several weeks. Yet others may elect to extend their appraisal certification into a subsequent semester time frame.

Procedures for Identifying Competencies

A proposal for planning the specification of competencies, which gained support from the Midwest Center, clearly recognized the view that specification of competency objectives is the legitimate interest of any party being affected by the choice of competency objectives. In a counselor training situation, these constituencies include faculty members, counselor trainees, public school agencies, students, parents, professional associations, and representatives of the public at large. It follows that "the process of developing these objectives should involve the cooperative effort of constituencies both internal and external to educational institutions."

Four sources consulted in identifying counselor competencies were:

1. Needs assessment < parents / students / teachers > year one/two
2. Indianapolis Public Schools specified competencies from PPS office - year one/two
3. On-the-job experience of trainees (practicum and internship) - year one/two
4. Faculty (Counseling and Guidance) at Indiana University - Research teams — year three

Separate research teams, headed by Counseling and Guidance faculty, were described as the primary vehicle for generating statements of counselor competence and for designing procedures for assessing attainment of those competencies. Prior interviews with Counseling and Guidance faculty indicated considerable interest and enthusiasm; consequently a number of faculty members were willing to participate in and/or direct the efforts of research teams focused on a competency cluster, for which they felt they had particular expertise. A separate research team was formed around such competency areas identified for self-study by the Counseling and Guidance department. Individual and Group Counseling, Career Development, and Individual Appraisal were the areas so designated. The time frame for this project was divided into two phases with one phase corresponding to each of the two functions listed under "objectives." *Phase I* focused on the specification of educational goals in terms of competencies which counselor trainees were expected to acquire. The emphasis during *Phase II*, on the other hand, was on the development of procedures for assessing mastery of the competencies which counselor trainees are expected to acquire. As the project developed, however, research teams separately discovered that the separation of phases was counter-productive. In effect, research team members concluded that the specification task could not be pursued independent of assessment considerations.

In the project proposal, we suggested that the first task for each research team during the "specify competency statements" phase, i.e., during Phase I, was to collect and organize competency statements currently existent within the I.U. Department of Counseling and Guidance.

Selecting a category system for classifying competency statements was suggested in the project proposal as a possible second major undertaking for each research team. Additionally, it was suggested that research teams agree upon a standardized format and a desired level of specificity for competency statements. The classification system described by Dr. Froehle proved to be a useful guideline to promoting specificity:

Cognitive: knowledge and understanding that is to be demonstrated
Affective: awareness and attitudes that are to be displayed
Performance: actions that are to be performed
Consequence: changes in others which the change agent should be able to accomplish

The specific competencies (skills) finally identified were:

1. Skills in assessing level of functioning; communicating results and procedures and in evaluating effectiveness
2. Skills in identifying and reliably describing needs of students, teachers, and parents
3. Skills in assessing and modifying the environment to effect behavior change
4. Skills in designing, delivering, and evaluating programs for school and community
5. Skills in facilitating group discussion with respect to completing specific tasks and joint problem solving (e.g., bringing groups of parents and teachers together on a regular basis to deal with improving achievement level)
6. Skills in teaching or training children and adults on an individual basis
7. Skills in task analysis, needs assessment, objective setting, input, and product evaluation of one's own activities
8. Skills in identifying, mobilizing, and evaluating people and material resources
9. Skills in team development

Phase II of this project was to focus upon assessing individuals and awarding credentials for the mastery of these competencies.

Listed below are the programs and activities selected to promote the competency training mission of the Satellite, as well as some of the skills or competencies related to each program or activity.

1. Resource Center
   - Inventory skills
   - Knowledge of [illegible]lar and special materials
   - Cataloging ski[illegible]
   - Presentation skills to teach others how to use the resource center
2. Mutual Development Labs
   - Skills on MDL topics
   - Presentation skills
   - Group process skills
   - Skills in developing instructional modules
   - Strategies for motivating participants
   - Organizational development skills
3. School/Community Relations
   - Community organization skills
   - Group leadership skills

4. Workshops on Specific Topics for Teachers, Parents, or Staff
   - Presentation skills
   - Group process skills
   - Instructional development skills
   - Strategies for motivating participants
5. Consultancy Service
   - Counseling and interviewing skills
   - Evaluation and diagnostic skills
   - Knowledge of behavioral and other approaches to classroom problems
   - Knowledge of behavioral and school problems
   - Consulting skills
6. Teaching and/or Organizing Community Classes on Specific Topics
   - Community organization skills
   - Presentation skills
   - Group process skills
   - Development of instructional packages
   - Adult education class
7. Tutorial Program
   - Knowledge of specific academic area
   - Tutoring skills
   - Skills in training tutors and/or trainers of tutors
8. Learning Center for Problems of Adjustment and Learning
   - Evaluation of skills
   - Knowledge of behavioral and school problems and their remediation
   - Consultation skills
9. Ungraded Reading Committee
   - Knowledge of reading problems and remediation
   - Knowledge of reading materials
10. Group Meetings of Teachers by Level
    - Group process skills
    - Skills in facilitating group problem-solving

Projected Other Products

As part of the Inner City Program dissemination plan, a monograph entitled "A Collaborative Approach to Competency-Based Counselor Education" is being developed by Alexander Brown and Thomas Froehle, two faculty members who have served the program in leadership capacities. This monograph will explain some specific ways in which the material in this chapter was operationalized by the Inner City Program. The proposed monograph is described in Appendix B.

A Resource Learning Center has been funded for 1974-75 by the Midwest Center and is presently available to students in competency-based programs. Funds for the continuation of the Center are now being actively sought, since student response has been so favorable.

A design for a follow-up study on students who participated in a competency-based individual appraisal course during the 1974 spring semester has been completed. The design allows for the investigation of:

1. Student response to specific aspects of the competency-based learning model
2. The relationship between student responses to the CBL model and selected subject variables (e.g., personality indices, grade point average, rated proficiency in counselor performance)

CHAPTER III

Some Major Programs

One way to judge the efficacy of a project as complex as the IU–IPS Inner City program is to observe and collect responses to the major activities generated by the project. Such activities represent the emphasis on *outcome* implicit in this project. The day-to-day activities of the school sites and the kinds of experiences gathered by the people sharing them comprise the real test of whether or not effort expended is truly worthwhile. We should note, too, that the activities reported here provided the on-site training ground where interns could develop the competencies described in the previous section.

Very early in the project, needs assessment gave direction to the inception of various activities and programs, most of which were continued throughout the three-year period. Some were successful enough to receive support through institutionalization on a continuing basis.

The relationship between the "program and activities" and the "needs" described and agreed upon at the final task force meeting during the first semester, 1971, is shown in Table 1. The needs are listed under general categories followed by more specific descriptions of the need. To the right of each listed need are the programs and activities which were implemented to address associated needs.

TABLE 1

The Relationship Between Needs and Second Semester Programs and Activities

Needs	Programs and Activities
Learning and Achievement	
Better learning in the basic areas such as reading and math More relevant education for better preparation for later life work	Resource center Mutual Development Labs Workshops on specific topics for teachers, parents, or staff Learning center for programs of adjustment and learning Tutoring programs Ungraded reading committee Group meetings of teachers by level
Communication among Personnel in School 63	
Knowledge concerning obtaining help An understanding of how to help others Developing a greater sense of interdependence among personnel	Mutual Development Labs Workshops on specific topics for parents, teachers and staff Group meetings of teachers by level
Utilization of Materials	
Better utilization of existing materials More interesting materials Materials better suited for the functioning level of the students	Resource center Ungraded reading committee

Needs	Programs and Activities
Student Behavior	
Skills to handle individual behavior problems	Mutual Development Labs
Skills to deal with classroom discipline	Consultancy service
Better understanding of children's behaviors	Learning center for problems of adjustment and learning
	Group meeting for teachers by levels
School-Community Relations	
More communication between school staff and community, particularly parents	Committee on School/Community relations
More input into school programs from parents	Workshops on specific topics for teacher, parents, or staff
	Community classes on specific topics
Physical Facilities	
Better use of space	Committee on better use of space
Cleaner, more attractive building and facilities	
Teaching Methods	
To study teaching methods and problems	Resource Center
To explore new methods	Mutual Development Labs
More freedom to try out new methods	Workshops on specific topics for teachers, parents or staff
	Learning center for problems of adjustment and learning
	Group meetings of teachers by level

Mutual Development Laboratories

The Mutual Development Laboratories program was initiated early in the project in response to the considerable discussion of the concept of mutual professional development among school, community and university persons associated with School 63. Interactions with representative persons from each area suggested that the pooling of individual experience and ideas and the mutual "trying-out" of new behaviors would result in our learning much from one another.

More specifically, the intent was a series of laboratories through which persons from varying backgrounds and areas of expertise could increase their behavioral repertoire in a variety of roles within the context of a small, action-oriented group.

The MDL format differed from the traditional in-service workshop model in three ways. First, the emphasis of each lab was on "learning new behaviors by actually trying them out" during the lab program. Second, each lab permitted systematic follow-through activities so that new behaviors could be tried out under conditions different from the lab (preferably the environment in which the lab participant typically conducted his/her professional activities). And lastly, there was provision for feedback for MDL leader(s) and participants during both the lab and the follow-through activities.

Formal and informal needs assessment during the fall semester suggested a number of MDL topics. A follow-up of prospective MDL participants indicated priorities with respect to training needs. Based on this information, prospective lab directors were identified and in some cases contracted to design, implement, and evaluate a specific lab program. Each stipended trainee in turn was expected to assume responsibility for the design, the implementation, and the evaluation of at least one MDL.

Six mutual development laboratories were formally conducted during the first year. Some lab topics were: systematic problem solving, interpersonal communication skills, individualizing instruction, microteaching, teacher consultation, behavior modification. Each lab included participants from all three components—PPS trainees, community, and teachers.

The primary objective of the "systematic problem solving" lab was to help MDL participants develop and improve their observation and problem-definition skills. The acquisition of and practice in basic attending behaviors was the primary objective of the micro-counseling labs conducted under the "interpersonal communication" MDL. In the "programmed learning-peer supervision" lab, participants acquired skill and

practice in the systematic use of programmed materials and peer supervisors to increase the effectiveness of individualized education programs. The "micro-teaching" MDL sought to help participants sharpen those teaching skills that increase active learner participation. The "consultation" and "contingency management/ behavior modification" MDLs both attempted to provide participants with a model and some basic techniques for dealing with problem situations within the classroom.

Qualified participants could earn up to three hours of independent study credit (P490, P590, or G590 through IUPUI) for "active" participation in the MDL program (one credit hour for each MDL up to three). A total of 27 credit hours were awarded.

MDL directors were drawn from the following ranks:

I.U. Faculty:	Department of Educational Psychology (one) Department of Counseling and Guidance (two) Department of School Psychology (one)
I.U. Doctoral Students:	Department of Educational Psychology (one) Department of Counseling and Guidance (three) Department of School Psychology (one)
Satellite Trainees:	Department of Counseling and Guidance (two) Department of School Psychology (three)

All but one Satellite trainee participated in at least one lab, and an average of eight teachers and two community persons participated in each of the six MDLs.

MDLs continued throughout the duration of the project according to needs expressed by participants.

Teacher Group Meetings

The foremost goal of the bi-weekly teacher meetings was to provide an opportunity for the teachers to communicate some of their feelings, problems, and styles of teaching with one another.

Early in the history of the group, a common concern with discipline emerged, and issues were explored mostly from a strategy perspective. Following this focus, the consultant tried to broaden the teacher's view of discipline by trying to understand some of the factors which lead to this great need.

Using role playing, various alternative hypotheses were developed around a broader interpretation of this central issue for the teacher. The results of these sessions were not expected to change the actual teacher behavior in the classroom, but it was hoped that they might provide an attitude and framework within which these changes could be enacted.

As the meetings became a more stable part of the school program, it was felt that the inclusion of parents as well as teachers would facilitate the group's attempt to deal with fundamental issues at School 63. Consequently, two meetings were held with parents and teachers. In this setting parents and teachers shared with each other some of the difficulties and fears which were hindering greater communication. It was felt that for many reasons expressions of feelings and concerns were not completely open, but this served merely to emphasize the need for further interaction of this sort.

At the group's final meeting, concern seemed to focus on the difficulty of communication with the administration of the school. Numerous incidents, both from the parents' and teachers' perspectives were presented to illustrate this point. It was recognized that neither the parents nor the teachers alone could effect changes which would benefit students, but together they might realize some success.

Tutorial Program

The general thrust of the tutorial program included coordinating a tutor recruited from the community with a teacher and a student. One tutor was assigned to each of 13 teacher-student diads and tutored at least 45 minutes per week. The tutor and teacher developed special materials to help students with their individual problems in reading, writing, phonetics, mathematics, etc.

While tutor participation was sporadic, the average tutorial time was in excess of 13 tutorial sessions per week. In addition, the trainees gathered tutor-training materials and kept a log of problems and solutions, as well as notes on the progress of program development.

While the major thrust of the tutorial program was service, strong emphasis was placed on training. That is to say, program participants received systematic supervision in the areas of determining needs for tutoring, specifying objectives for the tutorial program, problem solving, and process and product evaluation. The process evaluation and problem solving training experiences included the development and implementation of informal interviews and questionnaires regarding problems, concerns, and progress for the tutor triads (tutor, teacher, and student). In addition, all trainees received experience in specifying, implementing, and evaluating an objective based program. And last, individual trainees received special training: one trainee surveyed materials and programs for training tutors and received help in developing a tutor training program;

another received supervision in surveying the community and organizing tutors; and still another received training in organizing teachers and developing tutorial materials. Tutors also received training in problem-solving skills and materials development. One tutor has become a stipended trainee of the IU-IPS Satellite.

Training Center and Token Economy

School 63 in Indianapolis as a practicum site is uniquely characterized in that it is a competency-based learning center. The school is a learning base, not only for IU Counseling and Guidance practicum students, but for Educational Psychology students and Social Work interns from IUPUI as well as teachers, students, and the PPS staff of that school. In the interest of establishing an efficient learning center, a weekly PPS meeting was organized. These meetings began as informal discussions on various tasks and purposes. Soon they developed into formal problem-solving sessions as well as sharing sessions.

The training center operates on the basis of four functions:

1. Problem/Goal Analysis (analysis function)
2. Generating Problem-Solving Strategies (design function)
3. Implementing Problem-Solving Strategies (implementation function)
4. Evaluating Problem-Solving Strategies

Each of these functions is made up of various training components. The application of these components is demonstrated, here, with respect to the creation of a "token economy."

Generating needs assessment data was the first step in analytical problem solving taken up by the Training Center. Inner-city counseling trainees conducted a pre-service workshop, designed to help counselors, teachers, and other PPS workers prepare for the 1973-74 school year. Basic needs were first shared by participants in a general assembly, after which small groups were formed to discuss ways of dealing with these needs—micro-counseling, group counseling, and behavior modification. Participant reaction to the workshop indicated that the trainees were helpful and on target with their suggestions.

As part of the entry process to School 63, trainees immediately began a needs assessment survey by administering questionnaires to teachers, students, PPS workers, and parents and by observing classrooms. Both surveys and observations indicated that teachers needed help with classroom management. Dr. Froehle suggested that we explore the possibility of setting up a Behavior Modification-Token Economy Program. This concept of modifying behavior for better classroom management was introduced to the trainees through a series of M.D.L.s and visits to Louisville schools utilizing the Behavior Modification-Token Economy Program.

After weeks of consultation with teachers and administrators, each trainee was assigned to one or more student client(s) and one teacher who desired to work with the program. (All teacher participation was on a volunteer basis; all but one teacher participated.) Consultation with teachers, which aided trainees in specifying the desired behavior sought, was followed by special training sessions in which teachers were given information about behavior modification and "motivating environments."

For all positive behavior, there needs to be a satisfying response in order to enhance repetition. An incentive analysis was administered to all classrooms to determine what constitutes satisfying response for different individuals. We also used the results of this survey to determine the reinforcers for a token economy room. The token economy is the motivational component of the Behavior Modification Program.

The first step toward implementation was enlisting the support of the teacher. Since tokens would be earned primarily in the classroom, it was imperative that the teacher understood fully the concepts behind the token economy. Further, practicum students functioned only as consultants to the teacher; they explained concepts, made suggestions, and kept teachers informed of progress of the activity room (how soon it would be ready, etc.). All final decisions as to how the token economy would be implemented in the individual classroom were left to the teacher. Each teacher decided what behavior would earn tokens, how many tokens each behavior was worth, times when tokens could be earned, and how many tokens were needed to go to the activity room.

In one classroom the teacher gave tokens throughout the day for such behavior as remaining in seat, finishing assignments, being quiet during study times, and raising hand for recognition to speak during class discussions. (Token earning is based primarily on student behavior rather than on academic progress.) Since the teacher introduced the system to the class, his or her enthusiasm for and support of the token economy were obviously important and helpful.

The second step in implementation involved the "activity" room where tokens could be exchanged for desired activities. The activity room was one of the most important aspects of the entire system. Activities available to the students had to be sufficiently attractive to motivate them to earn tokens. Further, the activities had to be diversified enough to capture the interest of children ages six to twelve. In order to insure "attractiveness" each student whose class participated in the token economy was given a questionnaire in

which he/she listed activities liked most. These were tallied, and on the basis of the findings, games and toys were bought for the room

The third step of implementation involved enlisting the help of the teacher aides to supervise the activity room. Schedules were made, and each participating class was given a time or times during the week when tokens could be exchanged for activities.

As a way of introduction to the system, each participating class decorated a part of the room. While the teacher made suggestions, the ideas and work were those of the pupils. Committees were formed, small groups were permitted to leave class and work on their "section." Before the first toy or game had been bought, the room became a "fun place" and the class looked to ways of earning the privilege of going down to "work" there. One teacher further encouraged interest and enthusiasm by making token pouches for each of her students and let them decorate them as they wished. While interest was high, she explained the new system to the class. Although she had decided which behaviors would be rewarded, the class discussed each behavior and the reasons they thought it should be included. Then a big chart was made so each person could keep a weekly account of the number of tokens he/she had earned. While the chart created some competition, it also created the necessity for cooperation. Kids began telling friends not to talk to them because they wanted to earn tokens for completing assignments. As time progressed, more children responded to the ideas of tokens as rewards. They saw others being rewarded with trips to the "fun room" and decided they too would like to earn enough tokens to go. (For support, see Geshuri, 1972.)

Gradually the idea caught hold, and changes began to occur. Students became much less disruptive, more observant of rules, and more cooperative. The earning of tokens has become a source of pride and given many a sense of personal accomplishment. Students who do not perform well academically can still earn as many tokens as those who do.

If institutionalization of an idea is any indication of its success, then we were successful. The PTA has indicated that it will support the activity room for the next school year.

Black Culture Center

Originally the only Inner City working sites available to trainees were the Indianapolis Public Schools. A number of students, particularly those who didn't choose to go into the Inner City counseling program, strongly felt the absence of an alternative counseling experience in a minority group setting. This limitation was also hampering to stipended trainees who were required to have both a primary and secondary practicum site and who had few sites available to them.

At the same time it was becoming apparent that black students at the university did not use the established Psychological Counseling Services on campus, probably because there were no black staff members with whom to identify.

A potential solution to both these problems was seen in the existence of the Black Culture Center, a popular social and cultural organization for black students. The Inner City Counseling Training Program, supported by the office of the Vice-Chancellor, initiated a move to start the Black Culture Center Counseling Service. As a result of this move, Counseling and Guidance interns began to offer several outreach services to black students both at the Black Culture Center and in the dorms—individual counseling, group counseling, and workshops. A number of workshops focused on career skills. Representatives from business and industry were called in to present information on resumes, job descriptions, and careers in business for non-business majors. The culmination of these workshops was the Minority Job Fair, now an annual event.

By summer, 1974, the Black Culture Center Counseling Service became officially recognized as a primary practicum site for Counseling and Guidance trainees. During the first and second years of involvement with the Black Culture Center, the position of coordinator was fully funded by the Office of the Vice-Chancellor. This year, the position is financially supported by the Department of Counseling and Guidance. Each intern who chooses the Black Culture Center as a practicum is supervised by a black instructor in Counseling and Guidance who is also the present coordinator of the Inner City Program. This program has proven successful on all counts—providing minority counseling experience for interns, particularly black interns, providing counseling services to black students on campus, and providing a project which attracted the attention and support of several related agencies for their mutual benefit—the Inner City Counseling Project, Office of the Vice-Chancellor, Black Culture Center, and the Department of Counseling and Guidance.

Resource Center

In order for competency-based counselor education to work, alternative instructional resources must be available to counseling trainees. Given the fact that the competency-based model calls for self-paced, often highly individualized study, it is imperative that the students have access to a variety of materials, media, and learning techniques. The small collection of materials available to counseling and guidance students prior to

the Inner City Program inception was too small and too loosely systematized to be much help to competency-based counselor trainees.

Recognizing this need, the Midwest Center offered financial assistance for the academic year 1973-74 toward the development of an Instructional Resource Center (The Competency-Based Counselor Education Resources Center). The Center, now a reality, supports the development of counselors and counseling faculty by providing the following services:

1. A retrieval, storage, and display area for the multitude of duplicated or otherwise printed materials which faculty use or prescribe in instruction and supervision
2. A clearinghouse for the collection and distribution of advertisements which describe various instructional materials
3. A collection, processing, and storage station for information which relates to: (a) the processing of students through the CBL program and (b) the evaluation of the CBL instructional enterprise
4. An individual and small group "self-instructional center" where students can engage in programmed learning, audio and/or video tape based instructional alternatives, and other modes of mediated instruction

It is expected that, through expansion and the development of a finer retrieval system, the Resource Center will continue to be a vital support agency to a growing number of CBL students. It is presently anticipated that a grant from the university will support the Center after this, the developmental year.

CHAPTER IV

Evaluation

Because the evaluation process of the Inner City Program was both summative *and* formative in nature, it is difficult to isolate the processes and results into a discrete reportive unit. *Summative* evaluations took place at the end of each training phase, while *formative* evaluations were ongoing, providing data useful for continuing program alteration. Evaluative information thus appears throughout this report, relative to each phase of the program. The brief section which follows attempts to outline the spirit and impetus behind the evaluative procedures which were adopted. In order to provide an example of evaluative *results*, we include the findings of a teacher survey, a Counseling and Guidance faculty survey, and a trainee survey.

Satellite personnel directly responsible for each program component were also directors of the evaluation activity for that component. In addition, an evaluative committee, composed of one representative from each program component, was established. Further evaluation resources were supplied to the Satellite by the Midwest Center.

The focus for all evaluation activity was the service component (i.e., Satellite-sponsored and supervised program or activity) through which training occurred. That is to say, the effectiveness of each Satellite program was determined on the basis of the benefits it provided the intended consumer, be that consumer the children, the teachers, the parents of greater School 63, or Pupil Personnel Services trainees.

The model promoted here is an ends-oriented approach to training rather than a means-oriented approach. It follows that whatever training strategy is designed and employed, that it be evaluated (and subsequently revised) on the basis of trainee performance data and not according to the judgment of the consulting expert(s).

The minimum demand characteristics of this model are:

1. The precise specification of intended outcomes in terms of the terminal performance which the training attempts to produce
2. A description of the situation or important conditions under which the terminal performance is to occur
3. A description of the method of measurement of the performance involved
4. A description of the standard of minimally acceptable terminal performance

Program Evaluation

There were two major types of objectives for this program. The first type involved those objectives specified by the competencies that are gained in the courses that make up the Inner City Program. In addition to satisfying competency requirements of specific courses, the Inner City Program has held that the real test of effectiveness and efficiency in counseling techniques and concepts comes in the field through demonstrated practicum performance. As such, the behavioral objectives set for trainees in practica served as the ultimate test of Inner City Program objective attainment. Measurement of objective attainment has been on an individual basis with each trainee evaluated in terms of his own performance in relation to specified criteria. Satisfaction of the program's ultimate objectives will take varying amounts of time depending on entry level skills of trainees and their ability to progress through the program sequence.

The second class of program objectives related to program adoption needs. These objectives must be satisfied if the program is to be incorporated in the university, specifically in the Department of Counseling and Guidance.

The process of developing criteria for the attainment of competency and adoption objectives was handled as a two-stage training component of the Inner City Program. Basic familiarity with program evaluation models and techniques was seen as a competency that all inner-city staff and trainees should possess. As such, opportunity was provided for this experience through direct involvement with evaluation of this program.

Evaluation Process

A two-day evaluation workshop was conducted to familiarize staff with basic evaluation information, in order to explain the evaluation model to be used by the program and to arrive at agreement on specific evaluation expectations and responsibilities. The evaluation workshop was coordinated by the program evaluator, (a member of the Educational Research Department) and proceeded through two stages. *Stage One* included the specification of evaluation procedures and the specification of criteria for judging the achievement of those objectives. *Stage Two* involved submitting the evaluation plan developed by the program staff to competent evaluation reactors (Midwest Center's internal and external evaluators). The program design was modified according to suggestions made by the Center's evaluators. Some of the specific adoption objectives available for evaluation were those related to the recruitment of black faculty members and students, dissemination, and to eventual institutionalization of the Inner City Program.

Some Evaluation Observations

The overriding goal of the Inner City Counseling Project for the 1973-1974 academic year was the institutionalization of a field-based program designed to train students to become counselors in the inner city. Additionally it was felt to be important that a black faculty member be added to the department to assume responsibility for this program. Minutes of a faculty meeting held May 30, 1974, contain the following items.

1. The continuation of the Inner-City training thrust in the department was discussed. After the discussion, it was moved, seconded, and unanimously approved that the department would support, in principle, the contination of this program. It was agreed that the specifics and nature of the program would be developed later, following the identification of a faculty member responsible for this program.
2. The pursuit of a position in this department with responsibility for management of the Inner-City thrust was discussed. The effort was unanimously and enthusiastically approved by the faculty.

These two items virtually assure the incorporation of an inner-city counseling program into the total program of the department. However, in order to be successful in its operation, the program must generate broad support among several constituencies—departmental faculty, students presently in the program and those being recruited into the program, and school and community personnel at the sites to be served by student trainees.

Teacher Survey

A questionnaire was developed and distributed to the eleven regular teachers at School 63. (See Appendix C.) Eight forms were returned. In addition to numerical ratings, a number of comments were written and are summarized below.

Teachers were responsive to the workshops presented to them as well as to the classes offered. They mentioned field trips to Louisville as having been helpful. Receiving special mention was the activity room which was instituted this past year. Respondents felt that this had helped them in dealing with their classes while at the same time it improved the physical appearance of the school. The separation of the junior high school from School 63 was believed to have been a positive contribution. Teachers felt that the project had initially gotten members of the community involved, but this effort had declined by the third year of operation. It was suggested that some resentment had accompanied the initial involvement.

One concern expressed by several teachers was expectation that the project would help them deal with children's problems; while efforts were directed toward this end the first two years, there had been less emphasis placed in this direction during the third year. It was noted, however, that student conduct and self-image had improved.

While most comments were made in a constructive tone, two teachers suggested that people from the project had conducted themselves in a condescending fashion in their relations with the teachers at School 63. Generally, however, most teachers seemed appreciative of the efforts expended at the school.

Guidance and Counseling Department Faculty Survey

In an attempt to determine the effects of the Inner City Counseling Program on the Counseling and Guidance Department at Indiana University, a series of interviews was held with members of that department. Originally it was intended that all members of the faculty be included. However, three members are presently employed by the Midwest Center, and inasmuch as soliciting their perceptions of the program's success might create conflicts of interest for them, they were dropped from the sample. Two other members were unavailable at the time of interviewing.

The interview posed the following questions:

1. Have you been related to the Satellite during its three years of operation? Describe.
2. What kinds of effects do you think its presence has had on the Counseling and Guidance Department in terms of program, recruitment of students, services provided by student interns, departmental policies? Others?
3. Do you foresee these effects continuing?
4. In your opinion, has the Satellite been successful? Please elaborate.

Nearly half of those interviewed had not been involved with the program. The remainder had been involved in varying degrees during the three years of operation. Those members who were involved with the program tended to be markedly more positive toward both its objectives and activities. About half of the faculty members seemed to feel that the Satellite had been successful, while the remaining members were evenly divided between the position that the program had failed or that they were not in a position to make any judgment about the success of the program. It seems necessary to impose a qualification here—those faculty members who expressed totally negative responses to the project had been resistant to its operation from the very start. No actual consideration of project outcomes was undertaken by these respondents.

Cited by several as a contribution to the department's program was the decision to approve a training thrust to prepare counselors for the inner city. Others seemed less sure of any noticeable impact in this area.

Several faculty members noted the increase in minority enrollment in the department as an effect of the program. It was also suggested that some consideration had been given toward a policy of open admission and selective retention as opposed to the current policy of selective admission and guaranteed retention.

One effect of the Satellite on departmental policies was noted by several to be some increased flexibility in the existing application policies. However, a specific criticism was made that the program had caused the isolation of Satellite students into their own sections of courses at the introductory level. A major contribution of the program, according to some, was the decision to hire a black faculty member. Those who indicated that the program had been successful seemed to feel that the positive effects of the program would continue beyond the funding period.

Inner City Program Students Survey

Fourteen students entered the Inner City Counseling Program in fall, 1973. Two of these students left the program by mid-year and one student joined the program at that time. This group of students entered the program at varying levels of expertise in the field of guidance and counseling and held different expectations for the program. Questionnaires were administered to these students at the end of the first semester and at the end of the year, in order to collect information about the kinds of experiences the program was providing them, their assessment of their own competency attainment, their participation in various conferences and workshops, and their reactions to and suggestions for the program. At mid-year ten instruments were returned, and at the end of the year, seven were completed. These responses have been coded by letters; the letters remain consistent throughout the tables that we include in Appendix G.

Table 3 presents data about the degrees sought by the student trainees and their assignment to training sites for both the first and second semesters.

Table 4 lists a range of services which students potentially could render at their site assignments. It presents data which demonstrates the percentage of time student trainees spent in performing the indicated services, first and second semesters.

Specific competencies have been delineated as appropriate for student trainees to master during their training. These are listed in Table 5, and students' assessments of their achievement in these areas is presented. Students were asked to rate themselves in terms of these competencies at the end of each semester. In several instances a trainee indicated that he had mastered a competency the first semester and then, second semester, indicated he had not met it or it had not applied to his program. The likely explanation is that the second semester's work did not deal with that competency.

A number of students suggested that they benefited a great deal from their participation in workshops and conferences. Some expressed the opinion that they had hoped the program would provide practical experience working with blacks, particularly in the black community. They felt that their work in formal courses and in the sites had not prepared them for the roles they wanted to assume upon completion of their programs. They seemed to want a program which was less generally applicable to all counseling and guidance students and more specific to the needs of the black community and its schools. It was also suggested that the addition of a black faculty member in the department of Counseling and Guidance would be essential to the success of the program.

Summary

The data collected was by no means exhaustive in scope, but it did reveal several things. Students at School 63 were generally positive about their educational experience; their parents were somewhat less so; teachers at the school seemed to have been helped somewhat by the efforts of the program. One thing seemed clear: Despite the success of the token economy and the game room and the beneficial effects they had on students, teachers were still plagued by "problem children." It was hard to determine the magnitude of the problem presented by individual difficult students, but teachers seemed peculiarly sensitive to it. The principal of the school was extremely positive toward the program. She told us that one noticeable change was that there had been no requests for teacher transfer in the three years of the program's operation. In addition, she went to great lengths to facilitate the data collection at the school.

Some, probably a majority, of trainees in the program were basically positive toward the program. The suggestions they made for improving the program should be taken seriously. They are interested in specific approaches to be used in the inner city as well as evaluative techniques which are appropriate for Black assessment. The seriousness of their effort is revealed in the conferences, workshops, and meetings they attended as well as their general industriousness throughout the year.

As was noted earlier, faculty who were involved directly in the project were much more positive about its efforts. It is to be hoped that the necessary energy will be spent to involve the others to a point where they at least are more knowledgeable about the inner-city thrust.

CHAPTER V

Governance of the Satellite

Governance of the Satellite Project directly reflected the phases of project development described in Part I, Phases of Satellite operations. Initially, it was necessary to generate communications and to promote cooperation and communality among the participating components. Once this task was advanced, training needs could be assessed and training operations begun. Finally, innovations from the program's efforts were to be institutionalized within the principal training agency, the university. The shift in project emphasis—from a focus upon the multi-component educational community to a focus eventually upon the university—can be seen in the changes in the decision-making and policy-making structure over the three project years. Essentially, there were two distinguishable governance modes—collaborative governance and departmental governance—the latter replacing the former as program needs altered.

Collaborative Governance

Governance of the Satellite as explicated in its initial plan of operation represented an innovation in group decision-making procedures. Members of the Satellite's educational community, local community residents, local school officials, a representative of the State Department of Public Instruction, and Indiana University PPS trainers assembled in a decision-making group that was motivated to select and develop new training priorities for the PPS workers who will serve the inner-city client. The innovation in decision-making implied by this group is made clear when one considers the host of constraints and priorities that are contingent in decision-making by any one of the above-mentioned institutions. This situation is multiplied at least four times when one considers the realities of operating a program which intends to grow and develop via the consensus of four major and previously separate institutions.

Task Force

The Satellite's first level governing or policy-making body, the Task Force, included representation from the four major institutions and was charged with the responsibility for guiding the interrelated processes of mutual training service and agency change. The Task Force was expected to make policy decisions concerning the needs and priorities of the local school and university, advise the Satellite staff concerning competencies and trainee placements, and provide training input into the training program.

In actual practice, the Task Force arrangement did not operate as it was intended by the program founders. There are several reasons which might explain deviations from the expected model. One is that program interaction came to be seen as between Satellite and institution, rather than between institutions. Thus, members were unable to draw to a maximum degree on the resources which the arrangement had the potential of producing.

Equally inhibiting was the fact that the Task Force suffered from a program information deficit. The Satellite program included a dynamic group of resources. Keeping track of progress from point of initiation of a program concept to the point of action and evaluation was trying, at best, for members of Satellite program staff who were involved with the program on a day-to-day basis. The Task Force, being operated on a more remote basis from program staff, needed a large amount of information in order to discharge a viable data-based policy-making role, and efforts often failed to provide the level of information needed of the Task Force. In particular, the information communicated had to be at the level of need and understanding of the four institutions involved on the Task Force. Terminology such as "institutionalization" and "data-based decision making," which are used frequently in explaining program goals, have varying meanings for different members of the Task Force. Considerable energy was expended in arriving at common definitions.

Tri-Directorship

The Satellite tri-directors theoretically occupied the second level of the program's organizational and governance structure. One tri-director was selected from each of the three major program institutions: the local community, the local school (School 63) and Indiana University. The tri-directorship was conceived as a management body with the responsibility for carrying out policy mandated by the Task Force.

However, the line between policy making and policy management was not always clearly differentiated in terms of program operations. The question arose as to when the day-to-day decisions made by program staff on program operations represented policy decisions which the Task Force should have made. The Tri-directors generally made major decisions during the periods between monthly Task Force meetings, and those decisions were presented at the meetings to receive the support of the Task Force. As such, it appeared that the tri-directors and regular program staff served as catalysts to program change, and the Task Force members gave their support for those suggestions.

Departmental Governance

The second stage of governance emerged late in the second project year. At this time, preparations were underway to institutionalize the inner-city training effort at the university level. The tri-directorship and Task Force dissolved, and a single program coordinator was appointed along with a continuity unit which was intended to maintain communication among the participating components. Final responsibility for maintenance of the program fell on the shoulders of the university departmental chairman.

The Continuity Unit

The Continuity Unit was composed of the following persons:

a. Program Coordinator: Departmental faculty member responsible for implementing and facilitating contract agreements between the Midwest Center and the participating institutions (above)
b. Community Liaison: Persons chosen or identified from the target community to participate in planning and decision-making
c. School Liaison: Target school personnel identified or chosen to participate in planning and decision-making

Continuity implied a continuation of prior IU-IPS Satellite decision-making bodies, but in a less formal, needs-based manner. The unit insured joint participation among all facets of the program by interested persons and institutions.

Figure 2 displays the phases of governance shift from program inception to the present in striving for institutionalization. (The functions of the continuity unit and the program coordinator appear in Appendix D.)

Institutionalization and Adoption

The ultimate and intended character of governance of the Satellite programs was *not* specialized project governance, but rather a full incorporation of the prior governance into the operations of the component institutions.

Two areas required examination and clarification in order to begin to fulfill the expectations of institutionalization. The first area concerned the Satellite training program's needs regarding the potential institutionalization of present training components; the second was the exploration of the institutionalization needs of the educational community.

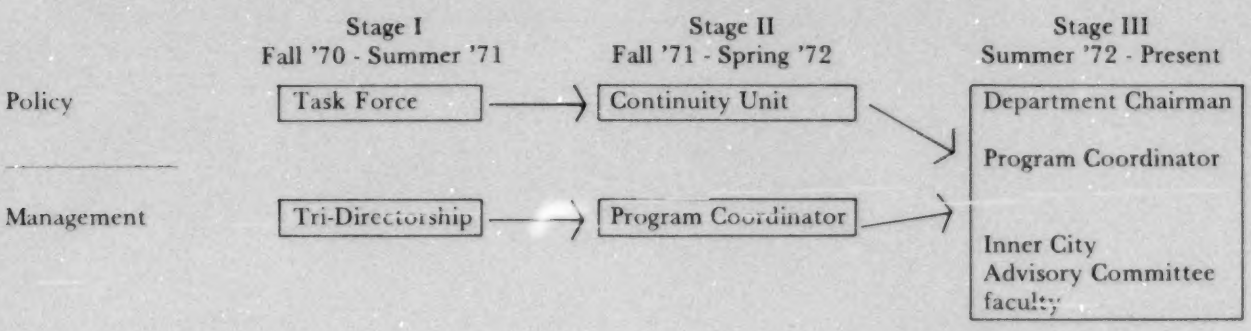


Figure 2 - Shift in governance modes from program inception to the present

The IU-IPS Satellite Project was dedicated to the purpose of training a new kind of professional, one able in every sense to relate to and serve the unique learning needs of the inner-city child. This "new professional" should be able to diagnose and prescribe means by which the system and individual clients can become more responsive to each other in the inner-city school situation. The new professional will be able to help all members of the educational community define their goals and choose and evaluate means of reaching them. Furthermore, the new professional will serve as a trainer who will help his colleagues acquire the competencies he possesses. Training models and programs which have proven themselves valuable in training the identified competencies must be cast in a form that will allow for their eventual incorporation into the policy and programs of ongoing legitimate educational institutions. However, before demanding consideration and inclusion of Satellite training programs, there was need to be reasonably certain of the adequacy of the offerings.

Certain evaluation guidelines were used to clarify the Satellite program's institutionalization needs. The objectives are identified here; the complete set of guidelines appears in Appendix E.

Objective 1: The IU-IPS Satellite program will concentrate on program development to meet Pupil Personnel needs of *inner-city schools.*

Objective 2: The IU-IPS Satellite will *identify* specific pupil personnel competencies necessary for inner-city school service.

Objective 3: The IU-IPS Satellite will develop pilot competency-based Pupil Personnel training programs that train competencies identified for the "new professional."

As stated earlier there were two areas of clarification necessary for mutual expectations for change to occur. The second was the educational community's perception of its institutionalization needs. To get at the views expressed by the educational community, data was collected by personal interviews. The interviewees included persons representing the following members of the Satellite's educational community:

1. Department of Public Instruction (DPI)
2. School 63
3. Central Office (IPS)
4. Community (Indianapolis)

The structured interview form used is included in Appendix G. Here follow some of the comments obtained from interviews.

Concerns of the Department of Public Instruction (DPI)

Before institutionalization was to be considered, the Department of Public Instruction wanted clarification of its role within the Satellite. There were three kinds of information needed in relation to institutionalization of the program by the Department of Public Instruction; they are as follows:

1. Would the Satellite's objectives address themselves to a certification pattern change? If so, what are the changes, and can they be justified?
2. If the training thrust were to be institutionalized and need further funding, would the Department of Public Instruction be responsible for that funding? There are several elements within the Department of Public Instruction which are responsible for funding special projects. Examples of these would be monies for special education, Title III monies, and various other federal monies available for approved programs. Institutionalization could have taken place by having training thrusts supported by one of these funding agents.
3. The Department of Public Instruction was not concerned about maintaining a consultant relationship with the program. The Department of Public Instruction needed evidence of the success of a program that can be communicated to others (program replication potential). Reports of success would have served as justification for system change.

The DPI also requested further information from the Satellite, in order to clarify the roles of persons who would be involved in the program, especially if collaboration with the university were necessary for PPS certification changes.

Concerns of School 63

In order to institutionalize the program, it was felt that a better definition of terms was imperative. There were some needs of the teachers that would have to be met. Those teachers who were assigned to be trainers should have had a thorough orientation to the specific objectives trainers and trainees were expected to work toward. It was felt that because the program's administrative staff and offices were located in a different city from the training site, communication problems were created—especially those affecting perceptions of program continuity. A newsletter provided a large amount of information (see Appendix H.) Further, some meetings supplemented written communications. These measures helped the teachers to know what students and trainees were doing outside the classroom.

Teachers agreed that one of their primary objectives was to help improve the self-images of their pupils. Teachers desired to work more closely with trainees toward that end. The parents and the community were seen as important along this line, but not enough emphasis was placed on how parents, teachers, and trainees could work together in helping children feel better about themselves. This is not to say that the Satellite did not make some effort to get feedback to teachers and students, but perhaps a more systematic method of carrying out this task should be considered. Total assessments should be made of the trainee's value to School 63. This assessment would then be given to the staff of the school. In such a report, a step-by-step plan of the Satellite's objectives would be set forth with further indication of the benefits and work already carried out by the school. An idea set forth during the project illustrates a benefit which focused on expansion. Counselors from other schools participated in the program. Social workers and psychologists were not as involved, but the sharing of information proved most valuable for School 63 and the counselors who participated.

There was a consensus that the program should become a part of the institution. However, there were other needs that would have to be provided for. Expressed among these were:

- Counselor trainees should work with the discipline problems of the classroom.

- Parents should become more involved, and perhaps a discussion of the program which includes parents and teachers should occur to allow for some decisions to be reached.
- Goals should be set up to continue involvement of students who started one semester; follow through for this type of student is needed.
- Trainees should have all necessary information to help the student. (Teachers might be able to provide information here: anecdotal records, teachers' evaluations, parents' evaluations, etc.)

Concerns of the Central Office (IPS)

In considering the requirements necessary for institutionalization, a first concern centered around the kinds of benefits the counselors in the school system can receive from such a program. There were two points emphasized. The school gained in-service training for its staff, and the university in turn received a laboratory setting. In-service training provided graduate credit. This was one way of helping counselors in the school system gain some personal incentive from the program. Although counselors are already certified, they would be less interested in credit than in the skills they would gain from such experiences. Some consideration should be given to the methods used to set up the student teaching program, now such an intricate part of the school. A similar program could be used by the Satellite. The school system must see some real benefit for its counselors if it is strongly to consider institutionalization of such a program.

Concerns of the Community

The community component of the Satellite program would have to consider annexation to other ongoing programs if the objectives of the program were to be institutionalized. An attempt would be made to link with an established ongoing program. Nevertheless, there were some issues which had to be considered in order to deal with problems the community component was focusing upon.

As a beginning, attention must be given to the attitudes of the people of the community. It must be understood that many federally funded programs have been presented, but, the people feel, not for them. Many felt and have seen where funds have been used for many things that did not benefit them (community people). As a result of past failures and improper use of funds the community's motivation, interest, and support was very low and in some cases nonexistent. Involving community people in the planning of a program geared specifically for them would represent a beginning. Another aspect would begin with getting the program to the people, so that they would know the following:

1. What the program is for (in their language)
2. How they as community people and parents play a part in the program (break the communications barrier)
3. What a community person and/or parent specifically would be doing in such a program
4. The importance of their being involved in such a program

Observations Regarding the Institutionalization of the Satellite Program in the University Setting

Institutionalization at the departmental level depends upon a number of conditions. Principal among these are:

- Institutionalization will take place to the degree that individual faculty members have interest in and commitment to the program.
- Institutionalization will be facilitated by securing a black faculty member to assume major responsibility for the "thrust." (Such a position was formally approved during the spring of 1974.)
- Recruitment of minority students cannot be dependent upon any significant amount of financial aid in the foreseeable future.
- Special admission criteria for minority students are important and will continue to be considered by the admissions committee.
- Involvement in the program by more faculty members in terms of their special interests is necessary.

Evaluation of the Institutionalization Effort

At this time, it is impossible to offer a conclusive assessment of the successes of this massive effort. Evaluative measures are still being administered and data collected. Some of the plans to go into operation during 1974-75 have met unforeseen obstacles and are, therefore, not available for assessment. And, as we all know, accurate indications of long-term efforts do not always appear until long after the initial efforts have materialized. Still, several very positive signs are in evidence—signs which mark the present and continued impact of the project on the Indiana University Counseling and Guidance training program, as well as on the school communities themselves.

The original three Indianapolis training sites have been retained, and two more have been added. A black faculty member *has* been hired to coordinate the Inner City Counselor specialization at Indiana University. The Inner City Advisory Committee has become a standing committee in the department and provides a

support base for the present coordinator. Counseling and Guidance trainees are busy writing subject modules on inner-city concerns which will be included in all existing Counseling and Guidance courses. This is considered a beneficial alternative to creating separate, discrete courses divorced from others in the curriculum. Also the important activities of the MDLs, the Black Culture Center, and the training seminars, for example, continue with ever-renewing interest.

A very prominent indication of the influence exerted on the department's curriculum is the recent adoption of a competency-based approach in the "introductory block" of courses taken by all Counseling and Guidance majors.

For a more complete and up-to-date review of the major components of the program, the reader should refer to the Monograph Series which will be available in 1975. (See Appendix B for proposal.)

Epilogue - Personal Observations and Reflections

Any innovational educational project is, in the final analysis, a composite of the efforts of many individuals. The ideals which serve as guides are human ideals; whatever effects are finally observed are actual results only insofar as they are perceived by the people who are affected. In this spirit, we add a few further opinions held by two people from the university component who were intimately involved with this project and who continue to be involved and supportive of it. These remarks were obtained by informal interview and thus are paraphrased without strict attention to their ordering or to their compatibility with the details of this preceding report. As such, these remarks may be of special interest to those readers who might particularly benefit from candid, personal reactions outside the framework of official reportage.

Informant A

Looking back on beginnings of the program and back over the three years, several impressions prevail. First is the fact that impetus for the project came from a group of faculty at Indiana University (from Counseling and Guidance and School Psychology) who recognized the possibilities for funding such a project. The Indianapolis schools that were approached had to be pushed, had to be prodded to question the practices of their school system. Many latent dissatisfactions came to the surface, and the arena for dialogue was opened. But this took time, and the community was never again as involved as they were this first year, mainly because the many commitments which were spread over many aspects of the program took the leaders away from community concerns and involvement. In retrospect, this represented the main difficulty of the whole effort—keeping all the component campfires lit. Perhaps, we took on more than funding and human energy could support. The complexity proved to be enormous.

This satellite, compared with others linked to the Midwest Center, faced a unique hitch. Being so close to the Center, geographically and ideologically, the I.U. faculty in general confused the Center with the Satellite and, therefore, expected huge sums and privileges to work with. We feel that many problems would have been avoided if we had found a way to relate to the Center without being consumed by it (or mistaken for it). We were expected to be different from other satellites, perhaps provide a model for them, but over time, we became more like them except for our day-to-day association with the Center.

During the early needs-assessment stages, we became aware of the primary conflict inherent in educational change—conflict between the desire to change and the political coordinations at all levels that tend to block change. Our emphasis shifted then from encouraging change, in a pure sense, to addressing the needs of trainees who want to work in urban settings. Still, the third year was spent mainly politicking at the university in order to open the way for institutionalization.

A recommendation that must be stressed, that may be the key to success of any future similar endeavor, is that of insuring the commitment of project leaders. Those who embark on such a project must stay with the project to be rewarded for staying with it. The director should be a full-time professor on tenure track who can give full-time energy to the project. Our lack of continuity between years 1 and 2 was clearly due to staff changes and responsibility shift. It should be noted that a staff leader change often creates a whole new set of directions for a project, and requires again an establishment of trust. I believe that the ultimate selection of what is emphasized and what is de-emphasized in a project is a product of the leadership more often than it is a product of direct, conscious decision-making by the whole staff. Thus, the more often leadership changes, the more chance there is for haphazard selection of goals.

—On the community. They weren't as involved during the second year as they were the first. Some resistance from local PPS traditional workers may have accounted for this to some degree.

—On competencies. These were continually modified. Precision was lacking. Perhaps we're conditioned to driving in before we know what we're doing. The demands of funding agencies are much to blame for this. We're forced to specify competencies in precise measurable terms, and the time and energy spent on that

saps time needed for exploration and discovery. On the other hand, trial and error is an inefficient method. We end up relying too much on on-site situations to provide opportunities for competency mastery. This conflict represents a major dilemma. Still, competency-based training offers the most efficient training method to date. As long as it can be "packaged" and includes teaming, feedback, and data collection in its operating model, it holds the greatest promise for efficiency in training.

Informant B

In retrospect, now that some changes are evident, I wish we had given more attention to our entry process into the schools. Now, we can *see* our goals and end products, but at the time we did not specify them in a way that gained approval from those we sought to serve. If we were to do this again, we would be more concerned, I think, about methods to get *immediate* involvement with the community and school staff—establishing trust, opening and asking, sincerely, questions to parents and teachers such as, what would you like to see happen in this school? What would be good for you and your children? How should our time and services be used?

Some positive changes were indeed visible by the third project year. The rash use of physical punishment, as well as other dehumanizing practices had subsided. The teachers are now more concerned with learning accomplishment than with stern discipline. The transformations seen in the principal were especially apparent; she has begun to insist that students become involved in the making of decisions about what goes on in classrooms. University students were given the opportunity to get insight into the *unique* learning needs of the inner-city child, thereby changing many of their negative prejudices.

The most important competency for a PPS worker to master is that of "systematic observation and recording of observed behavior." When a teacher says, "Sally is disruptive," what does that mean to teacher and counselor? Counselors must teach teachers how to interpret behavior and how to consult with counselors about their referrals. This brings up again the role of the "new professional" who must be a counselor, a consultant, *and* an initiator of change. Absolutely basic to our project was the task of training counselors to pull together teachers who are ideologically different and untrained in the affective domain. They must also induce change by assuaging fears about change *and* increasing the ownership of change efforts. I think we have finally begun to produce that kind of counselor, but we have a long way to go. Maybe more effort should go into integrating Teacher Education and Counselor Education trainees. Both groups should take courses together in theory, lab and techniques, and career information.

As far as administration of the project is concerned, I think that the final director should have come from the school or community components rather than from the university. Teachers, in the recap sessions, complained that college students were insensitive to the school's needs, and many really didn't collaborate with teachers. You can understand how this might happen, especially when cooperation on both sides requires extra work. At first, no incentives were built in for teachers to do extra work. Later, teachers were enabled to do in-service training on school time while interns took their classes. Also, graduate credit was given for participating in MDLs. We learned that rewards *must* be built into change efforts, especially when commitment isn't there in the first place. Teachers need more support than our two days a week could offer.

The most frustrating obstacle by far was the distance that had to be travelled to reach sites, an obstacle which limited us at the university to one or two visits per week.

Another drawback this final year was that those teachers who were our strongest supporters and who received training through the program were sent to other schools—an administrative move beyond our control.

If I had to isolate one "awareness" gained from my experience with this project, to pass along to others contemplating such a project, it would be the realization of each school's *uniqueness.* One shouldn't attempt entry into a school system, even in the inner city, with preconceptions about the school, its staff, or its children.

APPENDIX A

Requirements for Degree Programs with Inner-City Specialization

THE MASTER OF SCIENCE DEGREE IN EDUCATION
IN
COUNSELING AND GUIDANCE
Inner-City Program

Department of Counseling and Guidance
School of Education
Indiana University
Bloomington, Indiana

July 24, 1973

The Master of Science degree has been planned for persons desiring proficiency in the following areas of specialization and for positions such as:

Elementary School Counselor
Secondary School Counselor
College Counselor
Employment Counselor

Admission to the program is based upon the student's acceptance into the Graduate Division of the School of Education and in the Department of Counseling and Guidance following a review of his undergraduate and graduate records, his scores on the Graduate Record Examination, and his personal background. As the number of students enrolled in the program at any one time is limited by the size of the staff and instructional facilities, a committee selects those students who will be admitted each semester.

The granting of the master's degree with a major in Counseling and Guidance is based upon the successful completion of course requirements and the demonstrated counseling competencies of the candidate. Successful completion of the program of studies and practicum experience fulfills the requirements of the Department. The candidate may also complete courses required for certification as a school counselor in the State of Indiana.

For further information, consult the Department of Counseling and Guidance, 2805 East 10th Street, Room 180, Indiana University, Bloomington, Indiana 47401.

Master's Program

Required Courses for Specialization in Counseling and Guidance

G541 Introduction to Counseling and Guidance (Inner City module to be included)
G542 Counseling Techniques and Laboratory in Counseling (Inner City module
G537 to be included)
G543 Occupational Information - *Module System* (Inner City module to be included)
G547 Practicum in Counseling and Guidance (first practicum of the Inner City program)
G548 Group Guidance (relate to the Inner City program)
G549 Second Practicum in the Inner City Program (there is no elective in Inner City Program)

Core Requirements

To be selected with your faculty adviser. Recommended areas are (other courses may also qualify):

One course from among:

Education P501 Statistical Method Applied to Education (3cr.) (required in the Inner City outline and all other courses remain unchanged) *or* this whole section remains unchanged.

Two courses from among:

Education - all courses in this section remain the same with the exception of:
H505 History of Black Education
--- Community School (John Brown)
L431 Black English
F400/
F500 Community Forces and the Schools

Supporting Work Outside School of Education

Nine hours outside the School of Education must be taken by all master's degree candidates in Education. Recommended related fields are: Anthropology, Psychology, Sociology, Afro-American Studies, Political Science. Possible courses are listed below.

Afro-American Studies

A280 Racism and the Law (3 cr.)
A440 History of the Education of Black Americans (3 cr.)
A356 Afro-American History II (History A356) (3 cr.)
A371 Black Literature for Prospective Teachers (3 cr.)
A401 Current Issues in Black Political Activism (3 cr.)
A410 Black Women and the Afro-American Experience

Political Science Department

Y308 Urban Politics - gives a more in-depth view of city politics and their components (police, schools, etc.) Taught by David Olsom (undergraduate department head)
Y103 Introduction to Political Science

Sociology Department

Psychology Department

P420 Social Psychology (Wolosin) (3 cr.)
P634 Community Mental Health (Heller)

THE DOCTOR OF EDUCATION DEGREE
IN
COUNSELING AND GUIDANCE

Department of Counseling and Guidance
School of Education
Indiana University
Bloomington, Indiana

February, 1971

Suggestions for Candidates for the Doctorate in The Department of Counseling and Guidance

The program for the doctorate in Counseling and Guidance provides education and training for the following positions:

Counselor Educator
Director of a College Counseling Center
Director of an Agency Community Center
Counselor in a Community Mental Hygiene Center
Director of Guidance and Pupil Personnel Services

While all students are involved in the same general curriculum, each student's program is planned individually according to his professional goal.

All candidates for the doctorate degree are responsible for familiarizing themselves with the pertinent information and requirements contained in the University bulletins. The requirements for the Doctor of Education degree are contained in the current *School of Education Graduate Division Bulletin.*

The doctorate with a major in Counseling and Guidance is awarded after at least three and one-half years of graduate work beyond the bachelor's degree. To receive this degree, students must satisfy all the requirements of the Graduate School or the Graduate Division of the School of Education and in addition must demonstrate (1) skill as a counselor, (2) ability to conduct research in Counseling and Guidance, and (3) knowledge of the literature concerned with Counseling and Guidance and related areas.

Skill as a counselor may be demonstrated in the practicum and internship courses G547, G647, and G747. A majority of the course work in this area must be completed on the Bloomington campus.

Ability to conduct research may be demonstrated through research design and statistics courses including Education P501 and P502. Research ability may also be demonstrated in the Counseling and Guidance Department in courses such as G590, Research in Counseling and Guidance; G795, Research Seminar in Counseling and Guidance; and G799, Doctor's Thesis in Counseling and Guidance. Students are encouraged to conduct research in the field and to publish findings prior to the research for the doctor's thesis.

Knowledge of the literature in the field is usually based on course work and independent study. The candidate's ability to integrate knowledge of the field is tested in the written and oral qualifying examinations required of all candidates.

A minimum of ninety semester hours of graduate credit, including the thesis, is required of all doctoral degree candidates. In addition to the major in Counseling and Guidance, two minors are required for all doctoral candidates. The minor outside the School of Education should usually include courses in clinical psychology, sociology, and/or anthropology. Other fields may be accepted with the consent of the student's doctoral committee. The minor inside the School of Education should be pertinent to the student's professional goals.

The Doctor of Education Degree

Core of Professional Studies (at least one in each area)
Statistics (this section remains unchanged)
Educational Psychology (this section remains unchanged)
Educational Measurement (this section remains unchanged)
History and Philosophy of Education
History of Black Education H505
Curriculum
Add this section:
Black Literature for Prospective Teachers (3 cr.) A371

Research

3 Research Seminars in Counseling and Guidance Inner City Program

Specialization in Counseling and Guidance

G543 Occupational Information - Module System (3) (also information relating to Inner City)

G547 Practicum in Counseling and Guidance (6) (also information relating to Inner City)

G642 Theories of Counseling (3) (additional information relating to Inner City)

G645 Individual Appraisal for Counseling and Guidance (3) (additional information relating to Inner City)

G647 Internship in Counseling and Guidance (additional information in the areas of Inner City)

G747 Internship in Counseling Practicum (additional information in the areas of Inner City)

G785 Topical Seminar in Counseling and Guidance (additional information in the area of Inner City)

Supporting Cognate Work Outside School of Education (this section remains unchanged)

APPENDIX B

Monograph Series Proposal

Dissemination Plan for the
IU-IPS Inner City Counselor Training Program

I. Personnel

Alexander L. Brown, Coordinator; Frederick Harris, Assistant Coordinator
Dr. Ronald Baker, Dr. Darine Brown, Dr. Thomas Froehle, Inner City Advisory Committee
Carolyn Gould McCarl, editor/writer

II. Purpose

The IU-IPS Inner City Counselor Training Program will fulfill its obligations and the proposed objectives of the Midwest Center by disseminating information and materials based on the program's three years of operation in order to develop effective and efficient pupil personnel services. This dissemination plan will be directed to interested people involved in pupil personnel services, especially in Inner City Schools (specifically Title I urban schools), on the local and national levels. Such a dissemination effort will not only increase the amount of experiential information available to pupil personnel but also help to communicate the aims, successes, and findings of the IU-IPS Counselor Training Program.

III. Objectives

Promoting the results of the IU-IPS Inner City Counselor Training Program, encouraging the usage of its techniques, and receiving feedback about the adaptability of the program to other Inner City schools are the main objectives of the dissemination plan. Dissemination, therefore, will consist of the presentation of papers at local and national conferences, the conducting of Mutual Development Laboratories on the Indiana University Bloomington campus or at host sites, and the development of a monograph series. The far-ranging objectives of the dissemination plan include aiding the implementation of the model for a new pupil personnel professional and effecting the institutionalization of specific pupil personnel services.

IV. Procedures

During the first semester of the 1974-75 school year, we will develop a monograph series that will consolidate information presented in the final report of the IU-IPS Inner City Counselor Training Program, outline the program's history, describe some of the experiences of the program's daily operation, and explain the theoretical and practical considerations that formed the program's basis. What follows are brief descriptions of suggested essays for dissemination:

A. Introduction to the IU-IPS Satellite Program, the Inner City Counselor Training Program

This essay should inform the reader of the objectives of the IU-IPS Satellite, School 63, and the subsequent training sites. It should provide a brief history of the program's three years of operation and should summarize the parts of the program that have been (or will be) institutionalized. Throughout the essay, care should be taken to briefly define such concepts as Competency-Based Learning, Mutual Development Laboratories, the conflict between service and training functions, etc., so that this essay can head a monograph which incorporates more specific essays.

Length: 15 pages.

B. A Model for a "New Professional" in Pupil Personnel Services

This essay should not only define the need for a new professional, it should also promote the services that a new professional can provide prospective employers. In addition to summarizing the competency areas mastered by the trainee, this essay should stress the professional self-awareness and cultural sensitivity that each trainee developed during his participation in the program.

Length: 5-7 pages; It should be short enough so that it can be included in dissemination packages or be presented to an employer.

C. An Approach to Needs Assessment

This essay would function as a guide to institutions that are attempting to evaluate a community's needs. It should stress the idea of collaboration, methods of enfranchising a variety of community interest groups, and problems of entering a community. This theoretical material should be supported by specific examples from the IU-IPS Satellite program, including a description of how School 63's needs were identified (incorporate material from the dissertation, observations, and the consultancy services rendered at the beginning of the program), how programs were developed to meet those needs, and a list of programs that were generated from the needs assessment.

Length: 15 pages.

D. Mutual Development Laboratories

In order to clarify the flexibility of the Mutual Development Laboratories, this essay should examine how this program met the needs of the various people within the educational community (parents, faculty, students, trainees, etc.). It should also include some information about how the program originated, a

detailed description of a sample MDL, a listing of the Mutual Development Laboratories held, and an evaluation of how Mutual Development Laboratories satisfy the concept of competency-based learning.

Length: 15-20 pages.

E. Competency-Based Counselor Education

This essay should summarize the concept of competency-based learning as developed in the sixties as well as discussing how these concepts were implemented in the IU-IPS Satellite. It should include information about how this program contributes to the preparation of Inner City counselors and how the technique of "learning by doing" is uniquely fitted to field-based education. This essay would probably incorporate monographs one and two of the proposed monograph series on Competency-Based Counselor Education. For more detailed information, the reader could be referred to that series.

Length: 20-25 pages.

F. Solving Specific Problems: Two Programs Implemented by the IU-IPS Satellite

Besides providing descriptions of the Training Center and Token Economy Program at School 63 and the Human Development Program at Arsenal Tech and School 101, this essay should summarize the history of the development of these programs, their relationship to the concepts of competency-based learning, and their success at solving the identified problem.

Length: 15 pages.

G. Institutionalized Programs Generated by the IU-IPS Satellite

This essay should describe the various programs which are (or will be) a part of Indiana University, the State Board of Education, and the Indianapolis Public Schools. It should include problems encountered during the attempt to institutionalize a specific program, how co-governance eased problems of institutionalization, and ways that these programs can be adapted for other situations. This essay would also include the development of the Counseling Center at the Black Cultural Center, requirements for a master's degree or a doctorate in Counseling and Guidance with an Inner City emphasis, and the recruiting and hiring of people from minority backgrounds who are interested in the Inner City experience (specifically, the recruiting of black students in urban counseling and the hiring of a black faculty member for the Indiana University School of Education and the Satellite program).

Length: 25 pages.

H. Formative and Summative Evaluation Procedures

Since the idea of constantly evaluating a problem, projecting the findings of that evaluation as needs, and then creating new methods to meet those needs seems to characterize the IU-IPS Satellite Program, an essay which analyzes the ways these evaluation procedures can be used in a competency-based learning model (as suggested by Monograph 10) or in any of the programs developed by the Satellite would be very helpful.

Length: 15 pages.

During the second semester, we will focus our attention on disseminating the results of the IU-IPS Inner City Counselor Training Program by means of personal contact. We are planning to present papers and conduct Mutual Development Laboratories at various state conferences (e.g., IGPA) and at a few national conferences (e.g., APGA and the Michigan State Conference on Counseling Minorities and the Disadvantaged). But the main thrust of our effort will be inviting a number of pupil personnel service workers to attend Mutual Development Laboratories at Indiana University or, as convenience dictates, traveling to Title I school districts and to universities in order to hold Mutual Development Laboratories at host sites.

V. Participant Consumers

The dissemination effort will be aimed at the following consumers:

A. Title I counselors from selected Indiana urban school districts to be identified through negotiations with the assistant director of the State Department of Compensatory Education.

B. Pupil Personnel Services directors from local school districts.

We have chosen urban Title I counselors because they are directly involved with Inner City students who, in fact, have special needs—needs which our program has sought to satisfy.

VI. Time Lines

A. Monograph Series

Working drafts of the monographs will be completed by December 14, 1974; the projected completion date of the series is March 1, 1974.

B. Mutual Development Laboratories

Approximately three to six Mutual Development Laboratories will be held during March and April of 1975 at Indiana University or at host sites.

VII. Evaluation Approach

A. Monograph Series

Since it is difficult to establish a method of evaluating written materials, we will assess the success of our

monograph series by means of its distribution, by any responses received from consumers, and by professional evaluations of its content.

B. Mutual Development Laboratories

Implicit in the Mutual Development Laboratory concept is the "Design-Implement-Evaluate Cycle." As stated in the "Demand Characteristics of a Mutual Development Laboratory," "such a procedure entails the precise specification of intended outcomes of the MDL, a description of the method of measurement of the performance involved, a criterion or standard of minimally acceptable terminal performance of the MDL participants, and a step-by-step blueprint of the instructional strategy to be employed."

APPENDIX C

Teacher Questionnaire

TABLE 10

Teacher Questionnaire

We are collecting some information about the Satellite's work in School 63 and would greatly appreciate your cooperation in responding to this questionnaire. Your responses will be used to assess the effects of the Satellite. You may be assured that your privacy will be respected. Thank you.

Name _____

Grade _____

Number of years you have been at School 63 _____
Total number of years you have been teaching _____

1. Have you been helped by the Satellite?

   very much 1 much 2 some 4 not at all 1

2. Please indicate how much effect the Satellite has had on the following:

	very much	much	some	not at all
a. teaching techniques	2	1	2	2
b. classroom management		4	2	2
c. handling of problem situations		1	4	3
d. handling of children with problems		3	3	1
e. general atmosphere of School 63	1	1	4	2
f. physical appearance of School 63	1	1	4	2
g. relationship of School 63 to community		2	4	1
h. amount of time you have for non-teaching activities at school			4	1
i. other	1		2	

3. Please describe briefly the contributions made by the Satellite in the following areas.

   a. teaching techniques

   b. handling of problem situations

   c. classroom management

   d. handling of children with problems

   e. general atmosphere at School 63

f. physical appearance of School 63

g. relationship of School 63 to the community

h. amount of time you have for nonteaching activities at School 63

i. other

4. What did you expect the Satellite to do for you as a teacher?

5. How has the work of the Satellite compared with your expectations?

6. Is there anything else you feel should be included in an evaluation of the Satellite's efforts at School 63?

APPENDIX D

Functions of the Continuity Unit and Program Coordinator

The Functions of the Continuity Unit were set forth as being:

1. Appraisal of staff and trainee needs to insure program effectiveness
2. Proposals for new program components
3. Assistance in trainee placement and hiring
4. Supervision of school-based training
5. Facilitation of exchanges of information and services among participating groups
6. Supervision of data collection pertinent to evaluation needs
7. Acquisition of resources necessary for program completion
8. Dissemination of program data and reports to participating and interested persons and groups

Program Coordinator

The coordinator assumed many of the functions of the earlier tri-directorship. He was accountable to the Midwest Center for program agreements and oversaw the Satellite operations. His duties or functions are outlined below.

1. Insures compliance among participating institutions with contract agreements with the Midwest Center.
2. Coordinates problem-solving and decision-making functions of the Continuity Unit.
3. Supervises recruitment of students for departmental degree programs concerning the inner city.
4. Recommends and conducts searches for the acquisition of minority group departmental faculty.
5. Communicates program operations to departmental faculty and other interested persons.
6. Maintains periodic meetings between IU and IPS administrators.
7. Implements formative and summative program evaluations.
8. Supervises materials adoption by departmental faculty and other related training facilities.
9. Files reports with the Midwest Center.
10. Initiates future program proposals.

APPENDIX E

Evaluation Guidelines -
Objectives, Criteria, Competencies

Objective 1: The IU-IPS Satellite program will concentrate on program development to meet Pupil Personnel needs of *inner-city schools.*

Objective 2: The IU-IPS Satellite will *identify* specific pupil personnel competencies necessary for inner-city school service.

Objective 3: The IU-IPS Satellite will develop pilot competency-based Pupil Personnel training programs that train competencies identified for the "new professional."

Objective 4: The IU-IPS Satellite Program will *install* competency-based training programs.

Objective 5: Competency-based training programs will be evaluated.

Objective 1: The IU-IPS Satellite program will concentrate on program development to meet Pupil Personnel needs of *inner-city schools.*

Criteria

Definition of inner-city: Refers to those inhabitants of central cities who are poor and have cultural experiences and expectations that differ from those of the majority culture. Educational institutions have traditionally been unresponsive to the unique learning needs of this population and have continued to suggest culturally alien educational alternatives.

Data

Specification of criteria that makes training program and suggested competencies viable for the inner-city school situation.

Objective 2: The IU-IPS Satellite will *identify* specific pupil personnel competencies necessary for inner-city school service.

Criteria

The task of identification of relevant competencies was largely completed in the first year of the program's operation. The competencies that were identified are as follows:

Competencies

1. Skills in assessing level of functioning, communicating results, prescribing materials and procedures, and evaluating effectiveness
2. Skills in identifying and in reliably describing needs of students, teachers, and parents
3. Skills in assessing and modifying the environment to effect behavior change
4. Skills in designing, delivering, and evaluating training programs for school-community
5. Skills in facilitating group discussion with respect to completing specific tasks and joint problem-solving (e.g., bring group of parents and teachers together on a regular basis to deal with improving achievement level)
6. Skills in task analysis, needs assessment, objectives setting, input, process and product evaluation of one's own activities
8. Skills in identifying, mobilizing, and evaluating people and material resources
   Skills in team development

Objective 3: The IU-IPS Satellite will develop pilot competency-based Pupil Personnel training programs that train competencies identified for the "new professional."

Criteria

a. The instruction and practice should involve procedures of systematic problem solving, problem identification, specifying objectives, data collection and analysis, and evaluation.
b. The program development should provide for participation of all members of the educational community (local school system, local community, University trainers and trainees, State Department representatives).
c. The programs should be interdisciplinary and capable of fostering development of trainers and trainees from varied levels of pupil services.
d. The programs should be structured to accommodate both the individual and system needs of the inner-city child.
e. Program model development should take place in communication with other developing training models that operate under the umbrella of the Satellite program. There should be consideration of how a particular training model fits into the total training package offered by the Satellite program.

Data

Specification of how conditions a,b,c,d, and e, (above) are met through your training activities. A list of courses or activities that have been or are being developed as pilots, with descriptions, objectives, reading assignments, theories, and concepts taught.

Objective 4: The IU-IPS Satellite Program will *install* competency-based training programs.

Criteria

Training programs should be installed at appropriate levels within the educational community.

a. Local Community—Local community participants should be involved as both trainers and trainees.

Specific plans should be made to have matriculation based on demonstrated trainer functioning.

Data

Written plan for involvement of local community residents.

b. University—Of major importance at the University level is the need to obtain formal recognition and acceptance of competencies being trained for by your program.

Data

A written agreement between program developers and University department heads expressing commitment to the competency-based training program and outlined procedures and requirements necessary for institutionalization.

c. State Department—The State Department, in its position as standard setter, must be kept informed regarding the implementation phase so as to offer consultation on procedures and requirements for certification of new competency areas.

Data

A written plan that shows how the State Department will be used (consulted with) during implementation and institutionalization phase.

d. Local School System—The local school system as provider of field based training sites, and experienced pupil personnel specialist must be committed to systematic participation, feedback, and review of the implementation phase.

Data

Written statement between program developer and relevant local school officials communicating awareness of the training program and plans for its installation and maintenance within the school system.

Written statement between program developer and relevant local school officials communicating awareness of the training program and plans for its installation and maintenance within the school system.

Objective 5: Competency-Based Training Programs will be evaluated.

Criteria

Evidence should be available that suggests in process evaluation i.e., a relationship between program decision-making and discrepancy information from a recognizable feedback chain. There should be a systematic analysis of program information during the implementation period.

Data

A data collection schedule with records of actual data collected. A written document noting informal observations which led to changes made in the original program definition.

Empirical analysis of your program will depend on your program's data collection needs. Some suggested types of data that might be collected are as follows:

1. Group Data:
    a. surveys
    b. Q-techniques
    c. scaling
2. Observation and Expert Opinion
    a. unobtrusive measures
    b. rating systems

APPENDIX F

Faculty Survey Form

Faculty Survey

1. Have you been related to the Satellite during its three years of operation? Describe.

2. What kinds of effects do you think its presence has had on the Counseling and Guidance Department in terms of program, recruitment of students, services provided by student interns, departmental policies? Others?

3. Do you foresee these effects continuing?

4. In your opinion, has the Satellite been successful? Please elaborate.

APPENDIX G

Data on Trainees

TABLE 3 DEGREES SOUGHT BY TRAINEES AND SITE ASSIGNMENTS

TRAINEE	DEGREE SOUGHT	FIRST SEMESTER		SECOND SEMESTER	
		Primary Site	Secondary Site	Primary Site	Secondary Site
A	M.S.	Black Culture Center	Black Culture Center	School 63	Forest Quad
B	Ed.D.	Arsenal Tech in Indianapolis; 101 Middle School in Indianapolis	Center for Human Growth	Arsenal Tech 101 Middle School	Center for Human Growth
C	M.S.	School 63	Black Culture Center	School 63	
D		School 63			
E	M.S.	School 63			
F	M.S.	School 63			
G	Ed.D.	Arsenal Tech 101 Middle School	Center for Human Growth	Arsenal Tech	Center for Human Growth
H	M.S.	School 63	Black Culture Center	School 63	Black Culture Center
I	Ed.D.	Arsenal Tech	Alternative School in Bloomington		
J	M.S.	School 63	Westside Community Center in Bloomington	School 63	School 63
K	M.S.			School 63	

TABLE 4 DISTRIBUTION OF TRAINEES SERVICES TO TRAINING SITES

	TRAINEES	A		B		C		D		E		F		G		H		I		J		K	
	SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
	Hours/wk.	4	52	10	135	12	62	32		7		20		10	10	20	63	7		4	35.5		14
1.	Ongoing needs assessment relative to students, educators, community	17.0*	7.7	20.0	22.2	9.5	19.4	44.0		28.5		35.0		20.0	10	25.0	23.8	28.5			22.5		7.1
2.	Consultation in clarification and explication of institutional goals	9.0	7.7	20.0	3.7	9.5	9.7	6.0		14.3		20.0		20.0	20	25.0	7.9	14.0			22.5		21.4
3.	Counseling services: individual and group counseling	22.0	30.8	30.0	37.0	13.5	12.9	12.0		14.3		30.0		30.0	7.0	15.0	12.7	28.5		75.0	11.3		14.3
4.	Consultation preparing students for school integration	35.0			14.8	26.0	12.9									10.0	7.9						
5.	Consultation in the systematic training and supervision of crossage tutors	4.0	15.4			9.5	6.5										7.9				22.5		21.4
6.	Consultation to teachers (e.g., contingency management and behavioral materials)		19.2	20.0	22.2	9.5	12.9	16.0		14.3				20.0		10.0	7.9	15.0		25.0	5.6		7.1
7.	Consultation in curriculum development and evaluation of educational materials		3.8			9.5	12.9	16.0								15.0	7.9	14.0					
8.	Consultation to and assistance in planning to increase community involvement with the educational system	13.0	15.4	10.0		9.5	9.7	6.0		14.4		15.0		10.0			23.8				11.3		28.6
9.	Other						6.5														4.2		

*Numbers represent a percentage of trainee's total semester hours per week.

Trainees A, E, J were not enrolled in a practicum first semester.

TABLE 5 STUDENT ASSESSMENT OF THEIR MASTERY OF SPECIFIC COMPETENCIES

Code:
a. I have met criterion level for this competency.
b. I have received training for this competency but I have not reached the criterion level.
c. I have not received training for this competency and thus have not met criterion level for this competency.

	TRAINEE	A		B		C		D		E		F		G		H		I		J		K	
	SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
1.	Skill in assessing level of functioning; communicating results and procedures; and in evaluating effectiveness	a	a	a	b	a	a	a	a	a		b		a	a	a	a	a		b	a		a
2.	Skills in identifying and reliably describing needs of students, teachers and parents	NA*	a	a	a	a	a	a	a	a		a		a	a	a	a	a			a		a
3.	Skills in assessing and modifying the environment to effect behavior change	NA	a	a	a	a	a	a	a	a				a	a	a	a	a			a		a
4.	Skills in designing, delivering, and evaluating training programs for school and commu ity	a	a	a	c	a	a	a	a	a				a	NA	a	NA	a			a		a
5.	Skills in facilitating group discussion with respect to completing specific tasks and joint problem solving (e.g. bring group of parents and teachers together on a regular basis to deal with improving achievement level)	a	a	a		a	a	b		b				a	a	a	NA	b			c		a
6.	Skills in teaching or training children and adults on an individual basis as in ## 4	a	a	a		a	a	a		a				a	NA	a	a	a			a		c
7.	Skills in task analysis, needs assessment, objectives setting, input, process and product evaluation of one's own activities	c	a		b	a	a	c		a					a	a	a	b			a		a
8.	Skills in identifying, mobilizing and evaluating people and material resources	a	b		b	a	a	a		a					b	a	a	a			a		a
9.	Skills in team development	c		b		a	a	a		a					b	a	a	a			a		a

*NA=Not Applicable

APPENDIX H

Newsletter

February, 1973 Volume II No. II

SAVE OUR CHILDREN

IU-IPS
Satellite

J. Barksdale III
H. Marion,
Editors

EDITORIAL REMARKS

We have welcomed a New Year into existence; already it is 1973. With the onset of a New Year there arise many hopes and resolutions. Some of these resolutions will be fulfilled and still others will grow faint and expire very soon after they are conceived—whether in your mind, written form, or through verbal commitment. As the occasion arose to toast the New Year in and to make resolutions, it occurred to me that while I sat planning for 1973 and for future years, that it would be worthwhile to make an investment in the future. By investment I mean a commitment aimed at doing all possible to *"save the children." All of us should seriously consider this as a commitment.* Today's children are developing into tomorrow's adults. It is up to us as parents and teachers to be genuinely concerned about their physical and mental adjustments. Parents should work in a combined effort with the school and other beneficial community organizations to aid our children in becoming an integral part of the future. It is not beyond *our capabilities.* Like anything else that is worth doing, this too takes a little hard work. Overriding the element of hard work is the satisfaction of knowing that our children will be prepared to climb life's sometimes rugged road.

Editor, John Barksdale III

NOTES FROM BLOOMINGTON

Television Comes To Room 203!!
During the week of January 8-12, IU counselor John Humphrey, Mrs. Dollins, and Dr. Tom Froehle converted Room 203 into a mini-TV studio. Cameras and microphones were placed in the room to record the activities occurring in 203 during the week. Mrs. Dollins and John reviewed summaries of the tapes at the end of the week and shared ideas toward improving things in 203. At the end of the week, each child was filmed individually and the entire sequence was played back for their enjoyment.

The portable videotape unit remains in Room 203 and is now available for use in any classroom. A counselor from IU will be available on Tuesdays and Wednesdays to help set up equipment at a teacher's request. The unit runs automatically and requires no operation by the classroom teachers.

Tom Froehle

Warren, Arnold, Curtis, Kim, and Donna, all of 203, are now planning a TV show with the help of Mr. Humphrey. Each child has volunteered for the following jobs to help in the production of the show: Technician - Warren; Sports Announcer - Curtis; Newscasters - Kimberly and Donna; Entertainment - Arnold. The group will finish taping the show in two weeks and will be happy to show the videotape in any classroom.

John Humphrey

SATELLITE WORKSHOP

On December 1, 1972, the IU-IPS Satellite Program hosted a workshop at Indiana University for the Counseling and Guidance and School Psychology faculties. The workshop was a one-day affair that attempted to expose participants to the training models and techniques currently being employed by the Satellite program. The workshop represented a first time that IU staff was able to view the meat of the Satellite operation. Among the activities presented was a simulation exercise which allowed participants to experience some of the dynamics of the Satellite's decision-making process. A videotape from the training site was helpful in getting participants to think of alternative training models. All in all, the workshop was a success, and we are looking forward to a second workshop.

Doris Jefferies

Meeting Human Needs with Community Action

The Marion County Foster Grandparent Program offers:

A two-pronged approach to problems of social isolation among the elderly and among children receiving institutional care. The Program provides to low-income senior citizens humanly rewarding, paid volunteerism opportunities with children. It provides loving human resources to homeless, physically ill or handicapped, emotionally deprived or other problemed children who are undergoing therapeutic programs in the community

The long-term goals of the Foster Grandparent Program are the expected consequences of this two-faceted approach:

1. To reduce substantially the financial problems of low-income elderly by providing a stipend in return for the services rendered to institutionalized children.
2. To satisfy the socio-psychological needs of alienated elderly, regardless of income, and of children residing in institutions by developing opportunities for them to create meaningful one-to-one relationships.
3. To provide physical assistance, as well as emotional resource, to physically handicapped children who are temporarily institutionalized for therapy, through trained foster grandparents.
4. To change the apprehensive attitudes toward "old age" of the voluntary foster grandparents, their co-workers, and the community at large by further demonstrating the relativity of the chronological age factor in relation to the productive, functional capacity of an elderly individual.
5. To promote greater communication and, hence, understanding among the extreme age groups by increasing their awareness of the potential for innately rewarding interpersonal relationships between them.
6. To stimulate the search for innovative approaches to reduce effectively the existing adverse psychological conditions in institutional care.

Who Can Be A Foster Grandparent?

Men and women capable of sharing a loving relationship with a "foster" child are needed. Minimum basic requirements include having attained an age of sixty or more and meeting the low-income standards established by the Federal ACTION Program.

Support from the Community

Both psychological and financial support is required to sustain this worthy program in Marion County and to achieve its goals.

Stipends to Foster Grandparents are paid by the Federal Government, but the community is asked to provide physical examinations for grandparents, hot lunches on work sites, and help with transportation to and from the participating institutions.

Local gifts also help to make possible the purchase of identifying smocks for grandparents and to provide for programs of special recognition and other social activities.

Please address gifts to the program or requests about participation to the Foster Grandparent Office:

Mrs. Jeanne Luna, Director
2012 North Delaware Street
Indianapolis, Indiana 46205 (Phone: 923-9690)

Another Operation Late Start Program:

Community Action Against Poverty of Greater Indianapolis
Mr. Robert DeFrantz, Executive Director
611 North Park Avenue - Suite #516
Indianapolis, Indiana 46204

Funded by ACTION, a program for senior volunteers that came as a request of President Nixon to Congress following the White House Conference on Aging.

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Friendship House - 2012 North Delaware Street - Phone: 923-9690

This house becomes a busy, happy place each day as it greets its visitors—persons 60 years or older who need supervised care or recreation, but who are not in need of full-time services of a nursing home.

Friendship House is a Demonstration Day Care Center, open five days weekly, from 6 a.m. to 6 p.m. It is sponsored by the Community Action Against Poverty of Greater Indianapolis and operated with funds from the Indiana Commission on Aging, the Irwin-Miller-Sweeney Foundation, and the Indianapolis Foundation.

Some of the Purposes Served by Friendship House

1. To relieve adult children of full responsibility for complete daytime care of their elderly so that the children can be employed or so that family tensions will be reduced and family life strengthened.
2. To provide a strong health maintenance program in cooperation with the Marion County Health and Hospital Corporation and other coordinated health services in the Indianapolis area.
3. To rehabilitate participants through occupational and physical therapy when this is feasible; working in cooperation with and utilizing resources of other community agencies engaged in these activities.
4. To provide a place for relaxation; to relieve isolation and loneliness and retard deterioration through opportunities for socialization and a variety of activities designed to meet the needs of participants.
5. To serve two snacks and a hot, well-balanced noon meal which will at least be half of the minimum daily requirements for each participant. Special diets can be prepared through hospitals cooperating with the Marion County Meals-On-Wheels program.
6. To offer opportunities for volunteer services especially to senior citizen volunteers.

Social Services

Social services will include intake and counseling to participants and their families. It will assist the participants in making use of other community resources for the solution of everyday problems and assist in the continuity of care and coordination of services to the elderly.

A social service aide will visit the family to discuss the program in relation to individual need. Final decision on eligibility are determined by an admissions committee.

Medications are given by doctors only.

To make applications for day care in Friendship House for those eligible residents 60 years or older incapable of caring for themselves in their own home during the day, call Friendship House at the address and phone number at the beginning of this article.

Mrs. Marguerite Lytle, Friendship House, Director

Another Operation Late Start - Mrs. Emma O. Johnson
Project Director

Mr. Robert DeFrantz
Executive Director

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WACCC, the delegate agent for CAAP on the west side, has moved to a new location at 2701 West 10th Street. The phone number is 637-2377. It also has a new director in Mr. Ralph Fields. Monthly meetings are held every first Tuesday at 7:30 p.m. Everyone is invited to attend these meetings.

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ONCE AGAIN . . .

The Community School Committee Component of the Satellite will be offering eight (8) different workshops: COMMUNICATIONS - BASIC TUTORING SKILLS - CULTURAL AWARENESS - etc.

If you are interested, please fill out the following form and return it to:

Mrs. Henrietta Marion
School # 63
1115 North Traub Avenue
Indianapolis, Indiana 46222

COMMUNITY SCHOOL COMMITTEE WORKSHOPS

Name _____

Address _____

Phone Number _____

SCHOOL 63

News

Two new teachers have been added to the School 63 faculty. Mrs. Mary Lou Greubel is our intermediate special education teacher, and Miss Ann DeMik is our kindergarten teacher. Mrs. Nancy Minter, former special education teacher, was promoted to team leader for the Teacher Corps. Mrs. Kelley, former kindergarten teacher, is on maternity leave and now has a new baby daughter, Nichol Elizabeth. We also have a new library aide, Mrs. Ernestyne Shelton, and a new reading tutor, Miss Marianne Tosick. We welcome these ladies to our staff, and hope they will enjoy being a part of the School 63 faculty.

Recently School 63 officially opened its Media Center which is located on the Lower Level. It is a joy and a pleasure to watch the boys and girls making use of the newly equipped center. Students have access to a collection of books, printed materials, filmstrips, tapes, recordings, pictures, and magazines.

Each room is scheduled to come to the library and at this time instruction is given on the use of the equipment. During this period each pupil should develop the confidence needed to make effective use of the library on a flexible schedule and cultivate a literary appreciation of a variety of materials. However, beginning with the new semester there will be voluntary use with library admit slips. Individual students will come to the Center to do independent research or to select a book.

Parents are urged and invited to visit the school, the classrooms, enroll in the ceramics class and see the resource and learning center.

A PTA Founder's Day meeting will be held Wednesday, February 21, 1973. There will be a speaker and the Brownie, Girl Scout and Cub Scout troops will be presented to the parent group. Past presidents of the School 63 PTA will also be honored. All parents and friends are invited.

Beatrice Bowles, Principal

The Advantages of the School 63 Satellite Program

In our modern society there exists a necessity which no one escapes. That necessity is education. Education is fundamental to the success of an individial in our competitive society. It is important that children learn the value of education as early as possible. We urge all parents to motivate their children to become an educational success.

The advantages of the Satellite program are many. Among its many functions is to enhance the quality of education at School 63. If one acquires an education then he also acquires an instrument with which to become a creative individual. An education also possesses the key to money, prestige, and happiness.

The Satellite has given community people an opportunity to continue their education in college. Presently, there are two community people enrolled in IUPUI. This past summer, I, an alumnus of 63, was on campus in Bloomington. The Satellite is not only designed to help the students of 63, but also the school community. As a community person, I urge your participation, for the betterment of education and the success of your child's future in education.

Rita Marion

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Community Worker

Working with the community in the IU-IPS Satellite I have become involved in the activities at School 63. Working with the teachers and becoming acquainted with the children is one of these activities. Since working in the school, I have found my interest—being with the children and helping them to learn in order to be prepared to meet the world in the near future.

The Satellite has also added some light in my life. The Satellite is now sending me to college. The knowledge that I receive in college will also help us in our community and throughout the city with any task that might be faced.

Most of the credit goes to the Special Education teacher at School 63, Mrs. Nancy Minter. Working with Mrs. Minter has been a delight. While in the room I received an insight to a classroom in action and how it is run. Not only did I observe, I also learned how to grade papers, to teach spelling, social studies and anything else, just to be helpful. I even taught the girls how to sew. All this was made possible by our principal, Mrs. Beatrice Bowles.

The community is trying to start a tutoring program for the parents and community people to help their children to learn to read and give them help in other fields where the parents see that their children need it. Education is free if you want it . . . help yourself in every way that's possible. NOTE: The community meets every Saturday at CAAP Office - 2703 West 10th Street at 1:00 p.m.

I have found great pleasure working with the Satellite and with the community-learning and being involved.

Cecelia Barnett

****

MORE VIEWS FROM THE COMMUNITY–CHILDREN'S SECTION

The results of our ART AND POETRY CONTEST were as follows:

Poetry

First: Anthony Brown - 4th grade - Room 202
Second: Stacy Lawrence - 5th grade - Room 201
Third: George Harris - 6th grade - Room 206

Honorable Mention went to the following children:
Anita L. Radford - 5th grade - Room 201 (poetry)
Anthony Brown - 5th grade - Room 201 (poetry)
DeHaven?????????
Kenneth Gilbert - ?????????? - Room 201 (art)

Art

Stephanie Moor - 1st grade - Room 104
Anderson Brown - 5th grade - Room 201
James Neil - 4th grade - Room 204

Prizes of (first) TURKEY, (second) HAM and (third) CHICKEN were awarded. All contestants received an entry prize of candy.

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Our home room teachers are the same as for the 1971-1972 school year:

Mrs. Beatrice Bowles	– Principal
Miss Ann DeMik	– Kindergarten
Mrs. Jean English	– 1st Grade
Mrs. Karen Hess	– 1st Grade
Mrs. Susan Long	– 2nd Grade
Mrs. Betty Conklin	– 2nd and 3rd Grades
Miss Nancy Watt	– 3rd Grade
Miss Carol McCain	– 3rd Grade
Mrs. Nanette Dollins	– 4th Grade
Mrs. Marjorie Wanker	– 4th Grade
Mrs. Hazel Moore	– 5th Grade
Mr. William Sims	– 5th and 6th Grades
Mr. John Robinson	– 6th Grade
Mrs. Mary Lou Greubel	– Intermediate Special
Mrs. Nancy Minter	– Team Leader, Teacher Corps
Miss Harriette DeCourcy	– Reading
Miss Jennifer Eberly	– Physical Education
Mrs. Constance Palmer	– Art
Mrs. Nettie Senter	– Speech and Hearing
Mr. Russell Brown	– Instrumental Music
Mrs. Isabel Anasco	– Nurse
Mrs. Doris Thompson	– Librarian
Miss Beverly Williams	– Library Aide
Mrs. Leona Roberson	– Teacher's Aide
Mrs. Ozella Boyd	– Math Tutor
Mrs. Yvonne Ragland	– Math Tutor
Miss Wanda Gener	– Matron
Miss Belinda Bailey	– Teacher's Aide
Miss Alberta Byrd	– Teacher's Aide

Mrs. Sadie Gilkes	– Teacher's Aide
Mrs. Clyde Hall	– Math Aide
Mrs. Thelma Hale	– Reading Tutor
Mrs. Trola Steaven	– Reading Tutor
Mrs. Steve Condon	– Reading Tutor

Adult Education classes are held at School 63 on Tuesday and Thursday evenings from 6:30 p.m. until 9:00 p.m. Mr. John Jones is the teacher. The classes are still open, and all interested adults are urged to enroll.

PTA Officers

President - Mrs. Bernella Jackson
1218 N. Belmont Street

Vice President - Mrs. Thelma Macon
901 N. Trement Street

Secretary - Mrs. Frances Lawrence
1041 N. Sheffield Avenue

Ass't. Secretary - Mrs. Cynthia Akers
923 N. Belmont Street

Treasurer - Mr. Carl J. Horton - 3702 N. Irvington Avenue

****

Inspiration?????

School 63 started a Satellite Project last September, 1971. It has given me great inspiration into education as it is today. In the past, I have worn myself out just trying to keep up with a regular schedule. I went home too tired and too broke to be excited about coming back to repeat the same miserable routine the next day. My class feel this too. School had become dull.

The Satellite Project and the educational labs open to community people and teachers enlightened me to new techniques; techniques we could use immediately in our situation at 63.

I now spend more time enjoying each child as an individual.

A problem is lack of time to (1) do all the things our class wants to do and (2) have conferences with Satellite trainees about the children from my class with whom they are working. The Satellite has changed my whole outlook on education and its excitement.

One last note - the Satellite has enabled our great school to do things otherwise impossible through the IPS. The faculty has become really "together" and plan many exciting things for this school year.

Marge Wanker

****

ACTIVITIES

1. Our Cub Scout troop meets on Tuesdays at school from 3:30 p.m. until 4:30 p.m. Mr. John Robinsonjis is cub master, and Mrs. Maple Hunt and Mrs. Gwendolyn Kelley are den mothers. More den mothers are needed. Any volunteers????
2. Our traffic patrol boys and student council are supervised by our guidance counselor, Mr. Carl Horton. Both groups are doing an excellent job.
3. Mrs. Betty Conklin is in charge of our lunch room monitors. Two girls or two boys are assigned by her to each classroom. The monitors supervise play activities during the noon hour, and are of great service to the school.
4. The Board of School Commissioners has assigned many excellent teachers, tutors, aides, and other specialized personnel to School 63 to help in teaching our children. Again, with the support and cooperation of our parents, we are looking forward to a most successful year.

****

See you again next month, and REMEMBER: WE NEED ALL THE ARTICLES WE CAN GET –

IF YOU HAVE ANY NEWS THAT WOULD BE OF INTEREST TO OTHERS, *PLEASE LET US KNOW:*

Mr. John Barksdale III
Department of Counseling and Guidance
School of Education - Room 105
Indiana University
Bloomington, Indiana 47401